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The perceptions of the role of the Company Officer at the United States Naval Academy from the perspective of Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders

Cesari, Jill R.

Monterey, California. Naval Postgraduate School

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NAVAL POSTGRADUATE SCHOOL
Monterey, California

THESIS

THE PERCEPTIONS OF THE ROLE OF THE COMPANY
OFFICER AT THE UNITED STATES NAVAL ACADEMY
FROM THE PERSPECTIVE OF SENIOR OFFICERS,
BATTALION OFFICERS, COMPANY OFFICERS AND
SENIOR ENLISTED LEADERS

by

Jill R. Cesari

June 2002

Co-Advisors: Gail Fann Thomas
                                                Susan Hocevar

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13. ABSTRACT *(maximum 200 words)*

This thesis provides data on the perceptions of the role of the Company Officer at the United States Naval Academy (USNA) according to the perspectives of Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders. The author interviewed and surveyed 59 members of the chain-of-command using four interview questions and a trait questionnaire to address several research questions: the purpose of the role of the Company Officer; critical traits needed to perform the job; examples of effective Company Officer behavior; and skills learned by Company Officers. By comparing the interview and questionnaire responses the author determined that significant congruency exists throughout the chain-of-command. Study participants believe Company Officers are essential in developing midshipmen. Company Officers need to be honest, role models, mentors, approachable, loyal, respected and consistent to be effective. By being involved in company activities and spending time with midshipmen Company Officers are best able to be effective. While fulfilling the role Company Officers learn leadership, personnel management and self-awareness. There are two divergent perspectives in the chain-of-command: 1) a minority of Senior Enlisted Leaders believe there are some low-quality officers serving as Company Officers, and 2) a minority of Company Officers feel they are not being professionally developed by their Battalion Officers. Each of the findings are discussed in detail, and quotations from interviews are provided to give the reader deeper insight. The author's conclusion is that there is significant congruency throughout the chain-of-command but there are small changes that need to be made to create a more effective and efficient leadership team.

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THE PERCEPTIONS OF THE ROLE OF THE COMPANY OFFICER AT THE UNITED STATES NAVAL ACADEMY FROM THE PERSPECTIVE OF SENIOR OFFICERS, BATTALION OFFICERS, COMPANY OFFICERS AND SENIOR ENLISTED LEADERS

Jill R. Cesari
Lieutenant, United States Navy
B.S., United States Naval Academy, 1996

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requirements for the degree of

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Author: Jill R. Cesari

Approved by: Gail Fann Thomas, Co-Advisor

                 Susan Hocevar, Co-Advisor

                 Douglas A. Brook, Dean
                 Graduate School of Business and Public Policy

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I. INTRODUCTION

> We must give leader candidates the chance to fail. If leadership is a process that nurtures slowly, we must allow people an opportunity to test their skills and gain the confidence of experience. Perfection at every step of the way is an unrealistic expectation – particularly in light of the complexities that characterize the military mission. This suggests different leader behaviors for people in the military as they mature and grow in their responsibilities. (Taylor and Rosenbach, 1984; p.212).

A.   BACKGROUND

The United States Naval Academy (USNA) is the premier institution in the United States for educating and training men and women to become commissioned naval officers. Approximately 1,000 midshipmen graduate and become commissioned ensigns or second lieutenants each year. During their four years at the Naval Academy, 4,000 midshipmen live within a military organization while attending academic and professional courses and participating in athletic activities. Within the military structure of USNA, each of 30 Company Officers oversees approximately 140 midshipmen in their moral, mental and physical development.

The primary duties for a Company Officer are to be a role model, advisor and disciplinarian. Company Officers are the closest officers in the chain of command to the midshipmen and are expected to provide hands-on leadership on a daily basis. Through the close contact Company Officers have with midshipmen, it is expected that frequent professional and personal counseling occurs and midshipmen receive regular feedback on their academic, athletic and character development. Company Officers are considered the most critical people for affecting the development of midshipmen and ensuring the future junior officers meet the required standards established by the Navy and Marine Corps.

Over the past five years the Company Officer role has taken on more significance. Following a 1997 special committee report to USNA's Board of Visitors, a review of the entire institution determined that several actions were needed for the Naval Academy to remain the premier commissioning source of naval officers. One significant

recommendation in "The Higher Standard" report was to increase the importance of the role of the Company Officer.

In 1998 the Leadership, Education and Development Program began as part of process of elevating the Company Officer position. The program consists of one year of graduate education for participants to earn their Master's of Science in Leadership and Human Resource Development followed by two years as Company Officers. In addition, the Senior Enlisted Leaders' program was revised to improve their ability to provide Company Officers with assistance in their demanding roles. Since the institution of these changes there has been a 47% increase in midshipmen ranking their Company Officers as "good" or "very good" in the annual climate survey. (The Higher Standard, 1997; USNA Institutional Research, 2001).

As part of the increased importance of the Company Officer role, several people have conducted studies on various aspects of the job. The topics of the studies have included: what leadership traits midshipmen want from their Company Officers (Kyle, 2000), how midshipmen learn leadership (Kennedy, 1998), an assessment of the Senior Enlisted Leadership Program (Richardson, 1999), what Company Officers want from their role, and what impediments exist to making the role more significant (Moxey, 2001).

B.   PURPOSE OF THE STUDY

To date, the Company Officer role has been studied from the midshipmen's perspective and from the Company Officer's perspective. The aim of this study is to provide the entire chain-of-command perspective of what the role of the Company Officer is and should be. Specific characteristics believed to be required for Company Officer effectiveness will be identified and the chain-of-command's expectations for the development of Company Officers while they are performing their duties will be identified.

The results of the study can be used to identify the amount of congruency throughout the chain-of-command on the role of the Company Officer. Also, the results can assist the chain-of-command in increasing role clarity and consistent expectations. It is my contention that the more congruency that exists within all levels of the organization

on the expectations of the Company Officer role, the more satisfied the chain-of-command will be with the work done by the Company Officers. Ultimately, Company Officers will be more content meeting known expectations, thus raising their sense of job satisfaction and overall job performance.

C.   RESEARCH QUESTIONS

This study focuses on one primary research question and three secondary questions. The primary question is: *What are the perceptions of the role of the Company Officer at the United States Naval Academy from the perspective of the Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders?* The three secondary questions are: *According to Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders, 1) What characteristics make Company Officers effective? 2) How do effective Company Officers exhibit key characteristics in their day-to-day jobs? and 3) What should Company Officers be learning from their two-year tour at the Naval Academy that will aid them for future roles in the Navy and Marine Corps?*

D.   SCOPE AND LIMITATIONS

This study is a continuation of the research on the role of the Company Office that began two years ago. This study will focus on the Naval Academy's chain-of-command's perceptions of the role of the Company Officer from the perspective of Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders. It is the first study to examine the role of the Company Officer from the perspective of senior members in the chain of command. It is the intention of this researcher to assist USNA in defining the role of the Company Officer and aid future research in how to best improve role clarity and the chain-of-command's shared expectations of Company Officers.

The scope of study is limited to specific roles within the chain-of-command and does not extend to other personnel such as academic faculty, athletic coaches and other members of the staff at the Naval Academy.   Also, the researcher recognizes that the information gathered from the participants is from their perspectives and their experiences in relation to their positions within the chain-of-command. For example, a participant asked about the effective leadership traits required for a billet s/he has not held but oversees may have a different perspective compared to someone that has held

the billet and has transitioned to the next position in the chain-of-command. This year several participants in the study transitioned from one billet in the chain-of-command to another because of transfers and promotions. In some cases, people were fulfilling two positions simultaneously while waiting for another person to transition. The dynamic nature of the military chain-of-command at the Naval Academy may impact the perspectives since some of the participants are dual-tasked or have transitioned from one position to another.

E.   METHODOLOGY

A combination of interview data and responses to a questionnaire are the foundation of this study. Through a two-part interview, four Senior Officers, four Battalion Officers, 26 Company Officers and 25 Senior Enlisted Leaders provided their perspectives on the role of the Company Officer. Initially, the participants received a questionnaire listing and defining 26 leadership traits. They were asked to rate each trait's level of importance for making a Company Officer effective. Then, participants were asked to select and rank their top seven traits for effective Company Officers. The intention of the questionnaire was to expose the participants to key leadership traits and to answer the secondary question: According to Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders what characteristics make Company Officers effective?

After completing the questionnaire, the participants were interviewed to answer two secondary questions: 1) How do effective Company Officers exhibit key characteristics in their day-to-day jobs? and 2) What should Company Officers be learning from their two-year tour at the Naval Academy that will aid them for future roles in the Navy and Marine Corps?

Through the two-part interviews both quantitative and qualitative data were obtained providing the answer to the primary question: What are the perceptions of the Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders of the role of the Company Officers at the Naval Academy?

F. ORGANIZATION

This thesis is divided into five chapters. Following the introduction, background, and objectives of Chapter I, Chapter II reviews previous studies done on the role of the Company Officer as well as relevant literature related to this area of research. Chapter III describes the methodology used in the collection and analysis of data for the study. Chapter IV presents the results of the questionnaire, interviews and focus groups. Excerpts from the interviews and focus group sessions are provided to further explain findings. Chapter V provides conclusions and recommendations based on the analysis of the data.

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II. BACKGROUND AND LITERATURE REVIEW

> To stand at the pinnacle, one must have ascended some series of steps. Ascent demands not merely effort but upward progress. This occurs by gaining a foothold at each level, mastering each higher step. It requires the art of followership (Litzinger and Schaeffer, 1982; p. 217).

A. INTRODUCTION

In this passage William Litzinger and Thomas Schaeffer (1982) recognize the progress a person must make to reach the highest level of leadership, the steps involved in the process and the mastering of followership throughout the journey. Modern American military organizations, including the Navy and Marine Corps, make jobs available requiring various skill sets. Education and training is provided to develop officers into capable leaders. Part of the development for the military's leaders is experiencing the simultaneous role of being a leader and a follower in the chain-of-command. Throughout their careers, officers are being developed to lead the people assigned to them while being effective followers of senior officers and civilian government agencies. The tension between the two roles provides a developmental opportunity for officers as they learn to balance the two roles effectively.

In this chapter, the background of the Company Officer role at the United States Naval Academy (USNA) is provided and three primary areas of research are reviewed: 1) leadership and followership, 2) leadership traits and development, and 3) expectancies and roles.

B. BACKGROUND OF COMPANY OFFICER ROLE

In 1845 the Secretary of the Navy, George Bancroft, created the United States Naval Academy. Fort Severn, in Annapolis, Maryland, was selected for the site of the institution and all previous naval officer training programs were consolidated at the new education facility. A commanding officer, surgeon, chaplain, clerks, marines and several academic instructors were selected and assigned to the institution. Within six months of its creation a Superintendent, Commandant of Cadets, and President of the Academic

Board were selected and a similar organizational structure to that used at West Point was implemented at Annapolis (Moxey, 2001).

The institution's reorganization was spurred by serious breaches of conduct by midshipmen enrolled at the school. Five years after its creation new regulations were enacted establishing strict discipline codes and new academic departments. Also, the Commandant of Cadets was assigned a number of junior naval officers to serve as assistants. These assistants are the basis of what Company Officers are today (Moxey, 2001).

In 1875, more restructuring led to the Commandant of Cadets stepping down from the role as the head of the academic department to become head of the Department of Discipline. Several of his junior officer assistants transitioned with him into the new department. Over the next several years the title "cadet-midshipman" became "naval cadet" and then eventually "midshipman." By 1902, the Commandant was known as Commandant of Midshipmen and was Head of the Department of Discipline (Moxey, 2001).

For the next six decades the size and structure of the institution changed. By 1965 the Brigade consisted of 4,114 midshipmen organized into two regiments, six battalions with six companies in each battalion. The faculty staff consisted of 281 officers and 287 civilian instructors. The Commandant of Midshipmen still headed the Executive Department and had six Battalion Officers and 36 Company Officers under his charge. The assistants to the Commandant were instructed to work and live in close contact to the midshipmen to assist in their professional and personal development.

Today, the Brigade of Midshipmen consists of two regiments, six battalions with five companies per battalion. Each of the 30 companies consists of approximately 140 midshipmen. These young men and women, between the ages of 18 and 24 years, come from every state and protectorate, as well as from 15 foreign countries. Midshipmen report to the USNA as high school graduates, prior enlisted servicemen and transfers from other universities. For four years, midshipmen endure a rigorous academic course load in all disciplines, strenuous athletic requirements, professional training throughout the academic year and intense summers spent working with operational military

commands at sea. Upon completion of all requirements, midshipmen graduate from USNA and receive a commission in the Navy and Marine Corps as an ensign or second lieutenant, respectively.

Each year 15 prospective Company Officers report to the United States Naval Academy (USNA) following tours as aviators, surface warfare officers, submariners, SEALS and marines.   The prospective Company Officers are Navy lieutenants and lieutenant commanders, or Marine Corps captains and majors with four to ten years of active-duty officer experience. They are designated for graduate studies and work towards a Master's of Science in Leadership and Human Resource Development awarded by the Naval Postgraduate School. Following completion of the one-year Leadership and Education Development (LEAD) Program, the LEAD graduates assume positions as Company Officers and work with the other fifteen Company Officers at USNA.

The role of the Company Officer is considered by the institution as "pivotal to the development of leadership and professional capabilities of midshipmen."   Company Officers are "the front line interface between the Academy and the midshipmen" since they "serve as the midshipmen's primary role model, evaluator, and counselor." (Special Committee, 1997; p. 22).

As Company Officers do their part to meet the mission of the Naval Academy to ensure the development of the midshipmen "mentally, morally, and physically" (United States Naval Academy, 2001, p. 1) they too are being developed for future military service. The senior members of the chain-of-command provide the vision, resources and directives to Company Officers and expect the mission to be met. This places Company Officers in a unique position as leaders, fulfilling the pivotal role for ensuring midshipmen's development and acting as followers of military hierarchy executing the mission and seeking personal and professional development to aid them in their future roles.

Their service at USNA provides the Company Officers an opportunity to earn a master's degree followed by two years at a shore command overseeing the personal and professional development of the midshipmen assigned to their companies. After two years in the Company Officer role, the men and women return to the Navy and Marine

Corps operational forces to serve as Department Heads, Company Commanders, Battalion Commanders and Executive Officers.

C.   LEADERSHIP AND FOLLOWERSHIP

1.   Understanding Leadership

Leadership is a complex concept to define. To demonstrate the difficulty of defining the phenomena, Hughes, Ginnett and Curphy (1993) provide nine definitions by well-known researchers and note that all of them are valid depending on the perspective and situation involved.   The various definitions indicate an appreciation for the multitude of factors that affect leadership and the different perspectives from which to view it.

Of the various definitions three are the most relevant to this study. Roach and Behling's comprehensive definition of leadership, "the process of influencing an organized group toward accomplishing its goals" (1993, p.39), recognizes leadership as a social influence process shared among all members of a group organized to meet a common task and not confined to the influence of the leader.   Another definition presents leadership as a dynamic process of influence between leaders and followers (Hollander, 1978).   Hollander also points out that being a leader is not a fixed condition meaning anyone can lead depending on the people involved and the environment.   Wren (1995) agrees with Hollander and adds that leadership is not limited to an individual in a particular role, rather, a superior, peer, or a subordinate can demonstrate leadership.

These definitions provide a foundation for understanding how USNA staff view leadership.   In a 1998 study, Robert Kennedy discovered that USNA leadership instructors and LEAD students, all active-duty military officers, used similar definitions of leadership. The definitions emphasize the leader's role in moving a group towards the organization's goals and the definitions are similar to that proposed by Roach and Behling (1984).

2.   Understanding Followership

Not until 1978 did followership become an integral part of the research on leadership when James McGregor Burns developed his theory of "transactional" and "transformational" leadership. His theory regards followers as critical to the leadership dynamic. Transactional leadership occurs when a person takes the initiative to make

personal contact with others for purposes of exchange. These exchanges might include trading items for commercial purposes, swapping political influences for winning elections or providing hospitality to someone in exchange for their company.

In contrast, transformational leadership occurs when persons engage one another, and as a result, each person brings the other person to higher levels of motivation and morals. Each person involved in the relationship benefits from the other since their purposes merge and their power sources are used to support one and other. As the relationship develops between leaders and followers everyone involved feels "elevated" and "engaged," creating a sense of enhancement and higher purpose (Burns, 1978b).

Burns's notion that everyone within an organization can both benefit from and influence leadership interaction is similar to Robert Kelley's belief that followers are critical to an organization's success. Kelley clearly recognized the importance of followers when he wrote, "Organizations stand or fall partly on the basis of how well their leaders lead, but partly also on the basis of how well their followers follow" (Kelley, 1988; p. 195). Undoubtedly, there have to be followers in an organization for someone to lead, influence and effect change. All too often followers are considered less important because they are not the solo singer with the microphone, the quarterback making the call, or the editor-in-chief of a newspaper deciding what story is front-page news. But without crews, team members and staffs organizations cannot make their marks on the world.

Effective followers are distinguished from ineffective followers by their enthusiasm, intelligence and self-reliant participation, without star billing, in pursuit of the organizational goal. Effective followers also see themselves as equal to their leaders in intelligence, work ethic, dedication and responsibility for the success of the organization. Effective followers understand that their leaders shoulder most, if not all, of the formal line of responsibility for the organization, while everyone within the organization is responsible for overall success (Kelley, 1988). These traits set effective followers apart from the pack and place them in positions for potential leadership roles.

3.   The Relationship Between the Leader and Followers

In 1991, Charles Manz and Henry Sims presented the concept of SuperLeadership to recognize the importance of evolving roles and blurring of the lines of separation between leaders and followers. According to Manz and Sims "the most appropriate leader is one who can lead others to lead themselves" (p. 213). SuperLeaders are highly effective leaders that turn their followers into self-motivated, self-led people. Three basic assumptions are the foundation of self-leadership. First, everyone practices self-leadership to some degree, but not everyone is an effective self-leader; second, self-leadership can be learned, and third, self-leadership is relevant to executives, managers, employees and members of any organization. SuperLeadership redistributes the weight of organizational success from dependence on the traditional ideal of charismatic and heroic leaders to having followers assume much of the organizational burden to generate success.

Several years before Manz and Sims proposed the concept of SuperLeadership, the military realized the importance of strong followers. In 1982, William Litzinger and Thomas Schaeffer developed the West Point Theory while studying leadership at the United States Military Academy, the premier institution for Army officers. The theory stemmed from the notion that leadership may be chiefly an achievement of followers and that effective leaders are developed through the ranks of effective followers.

Personal history, self-development and experience are the foundation of the West Point Theory. The researchers studied historical works to establish precedence for developing leaders from young ages into adulthood and understanding the leaders-from-followers connection. Litzinger and Shaefer studied Plato's *Republic* and Aristotle's *Politics* and determined that the Greek philosophers believed in the importance of kings being developed from a young age to become sovereigns and that the training of youths was required to produce people capable of leading. The researchers also studied Hegel's philosophical *Phenomenology of Mind,* a critical document in the history of leadership theory. In his work Hegel explained that the master and the slave have a dialect between them and that if the master wants to be in a position of leadership he first has to have known subjection and thralldom. After incorporating within himself all that a follower is,

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only then can a mature leader exist. "In the end the leader is more a follower than the follower" (Litzinger & Schaefer, 1982; p. 216).

Litzinger and Shaefer combined their knowledge of historically significant philosophers' thoughts on leadership development with Chester Barnard's well-known Acceptance Theory of Authority to create the development of the West Point Theory. The Acceptance Theory of Authority is a critical link to understanding the followership-leadership connection. The key to followers becoming effective leaders starts with the understanding that followers decide whether or not an order has merit, not the person issuing the order. This means a leader must follow goals that are recognized by the followers as leading them to the desired end state. A leader's faithful following of acknowledged organizational goals will earn him/her dedicated followers. Just knowing that followers can withhold their recognition of authority is a powerful incentive for leaders to understand their followers' perspective before exerting authority (Litzinger & Shaefer, 1982).

Today, developing leaders through followership is common practice in the military. "Growing your own" is the term used to describe the organization's internal development of its leaders and followers. Only through years of service does someone rise to the top of the ranks, since the military does not hire leaders from outside of the organization. This results in the leadership knowingly or unknowingly embracing the tenets of SuperLeadership and the West Point Theory – effective leaders develop their followers to be self-motivated, self-led people, and through followership effective leaders are developed.

D.   LEADERSHIP CHARACTERISTICS AND DEVELOPMENT
1.   The Importance of Leadership Traits and Behaviors

After hundreds of years of trial and error and unproven methods to develop leaders, the early twentieth century saw the advent of widespread leadership research. Initially, researchers focused on traits believed to make leaders unique from followers. Not until 1948 when Ralph Stogdill reviewed 120 trait studies looking for a reliable and coherent pattern did he conclude that none existed and that traits alone do not identify leadership (Yukl, 1981).

Reacting to Stogdill's conclusions, leadership researchers in the 1950's and 1960's needed a new angle on leadership research. They focused on business managers' behavior to identify actions and reactions to specific behavior patterns. The central ideas behind behaviorism directed leadership research to identify various leadership styles. These behaviorally based leadership styles included three main categories of leaders: micro-managers, macro-managers and majority-rule. Each style allows for varying levels of followers' responsibility. Eventually, it was determined that an effective leader is able to determine an organization's variables such as structure, employee personalities and goals, and adjust his/her style accordingly, thereby reducing the importance of any one style (Yukl, 1981).

While leadership behavior attracted the attention of most researchers, Stodgill revised his trait research. By 1974 Stodgill reviewed 163 trait studies and realized that industrial psychologists used traits instead of behaviors to improve managerial selection processes. These processes focused on traits that selected the most effective leaders from large groups of leaders versus selecting leaders from average populations consisting of mostly followers. By incorporating the industrial psychologists' processes of selecting effective leaders, Stodgill's second set of trait studies provided more consistent results. The study results completely discredited the assumption that "leaders are born," citing that no amount of research was able to support the assumption. Instead, Stodgill provided a more balanced viewpoint about traits being able to increase a leader's likelihood of effectiveness but not guarantee it, and demonstrate the importance of leaders possessing several different traits to use in different leadership situations (Yukl, 1981).

Stogdill's updated research published a list of traits and skills found most frequently to be characteristic of successful leaders. They are "adaptable to situations, alert to social environment, ambitious and achievement-oriented, assertive, cooperative, decisive, dependable, dominant (desire to influence others), energetic (high activity level), persistent, self-confident, tolerant of stress, willingness to assume responsibility" (Yukl, 1981; p. 70). Stogdill also noted that his and other researchers' earlier studies placed too much importance on situational leadership and not enough importance on the personal nature of leadership (Yukl, 1981). A leader's ability to judge the working

environment, determine what motivates subordinates and influence people's decisions is largely based on the leader's abilities and interaction with his/her followers.

The renewed interest in the relationship between traits and effective leadership encouraged James Kouzes and Barry Posner to find a new perspective on the topic. The researchers approached the subject from the angle of what followers want from their leaders. Kouzes and Posner asked 1,500 managers in the United States what personal traits or characteristics they look for in their supervisors. More than 225 different responses were accumulated and then organized into fifteen categories. The three most frequent responses were "1) integrity (is truthful, is trustworthy, has character, has convictions), 2) competence (is capable, is productive, is efficient), and 3) leadership (is inspiring, is decisive, provides direction)" (1987).

Eric Kyle used the same perspective to conduct a survey of 1,392 midshipmen at USNA to determine what traits they wanted from the Company Officers, who act as their direct supervisors and advisors. The vast majority of midshipmen surveyed chose as their top traits "approachability, trust, not a Form-2 Leader" (non-discipline-oriented) and "fair." Other top selections were "understanding," "respected," "knowledgeable about people," and "practical" (2000).

Researchers today identify effective leaders through specific traits and behaviors such as those identified by Yukl (1981) or Kouses and Posner (1987), as well as elements of the contingency models of leadership. Contingency models focus on leaders' ability to modify and change their decision-making styles depending on the situation and the people involved. These models examine leaders' ability to modify the types and depth of communication used within organizations (Chemers, 1984, Van Fleet and Yukl, 1986). The relationship between leaders' traits and their use of situational contingent behaviors is explained in the following quotation:

> It now seems clear that certain traits and motives do indeed influence a leader's effectiveness, although how critical to success any particular trait or motive is appears to depend on the situation…A major reason for the difficulty in finding a strong relationship between leader traits and leader effectiveness is that although certain traits are necessary for effective leadership, they are not sufficient by themselves. The traits must be present in combination with other factors. Even when a leader possesses

the essential traits, to be effective he or she must also possess or gain necessary knowledge, skills, and abilities and must develop and implement a vision. (Locke, et al, 1991; p. 13-14).

2. Leadership Development

Company Officers are in a unique position at USNA compared to managers in the private and other public sectors. Not only are Company Officers tasked with developing midshipmen into future leaders, but they are also being developed into better leaders themselves by fulfilling the requirements of the role.

In 1998 Robert Kennedy studied how midshipmen and junior officers at USNA learn leadership. He discovered midshipmen learn to lead through personal experiences, observing role models, reflecting on their personal experiences and observations, actively experimenting with a variety of leadership styles, and interacting with members of the chain-of-command, coaches and peers. Midshipmen integrate little of what is taught in formal academic leadership courses into their activities and retain very little of the leadership information (1998).

Unlike midshipmen, USNA leadership instructors and LEAD Program students felt they significantly benefited from interacting with formal leadership theory in classroom environments to learn leadership. They also learned leadership by observing others and reflecting on their personal experiences (Kennedy, 1998).

Michael Lambardo's research supports Kennedy's findings. Lombardo discovered that having the opportunity to develop and demonstrate the necessary skills and capabilities for leadership is critical. In actuality, having the opportunity to lead and experience the pressures of responsibility is far more important than having the skills and capabilities. The biggest mistakes organizations make is separating people that demonstrate the desired capabilities early in their careers and providing all the opportunities to a select few. The unselected people constitute a majority of the organization and will fail to develop because little or no opportunities are provided to them (1982). Based on this research, it can by hypothesized that midshipmen and junior officers are unable to develop their leadership skills if too few leadership opportunities are provided.

There are three key elements that people need to develop into effective leaders. The first, and most important element is the opportunity to lead. Then, they also need the right type of job, the kind of job that they will receive recognition for their efforts and eventually provide more opportunities. The final element is the chance to develop a repertoire of skills for specific challenges. In addition, potential leaders need interaction with top leadership and management personnel to benefit from their organizational drive, their perspectives of the organization and to receive critical mentorship. (Lombardo, 1982). This means the junior officers filling the Company Officer positions need to be challenged with a variety of tasks and varying levels of responsibilities to develop their leadership skills, as well as interact with different military and civilian personnel to be exposed to various personalities and leadership styles. Company Officers need to be expected to perform their duties at a high level of proficiency after initial training and a period of adjustment occurs. If and when Company Officers fail to meet the established standards of performance, they need to be counseled on their failures and provided another opportunity to succeed. They also need to learn to work with different leaders from different organizations and be exposed to the multitudes of personalities, leadership styles, communication abilities and expectations. This process of meeting expectations and job requirements, receiving feedback from superiors, and working with various people develops professional growth by preparing these leaders for more responsibility and creating a sense of accomplishment. Ultimately, with every job accomplished new skills are learned and Company Officers will be motivated to develop their leadership abilities while striving to rise to higher leadership positions.

Conversely, when Company Officers are not provided with challenging tasks, expected to meet high standards or receive feedback on their performance, they are likely to become frustrated with the lack of professional development, assume little is expected of them or that the chain-of-command fails to notice the work accomplished. Unsatisfied Company Officers are likely to question why they completed a year of graduate school, were "hand-selected" for a role that is unchallenging and if USNA was the best place to spend their shore duty.

E. EXPECTATIONS AND ROLES

1. Expectancies

"The concept of 'expectancy' forms the basis for virtually all behavior" (Olson, Roese, Zanna, 1996; p. 211). Expectancies are beliefs about a future state of affairs and are the mechanism that people use to assimilate past experiences and knowledge to predict upcoming events. Beliefs are the antecedents to expectancies and are required to derive expectancy. Beliefs are bits of knowledge, links between an object and an attribute and imply expectancies. Beliefs on their own imply future predictions, and they play significant roles in generating expectancies. (Olson, Roese, Zanna, 1996).

Expectancies have important consequences. Since people's beliefs about the future have significant impact on their feelings, thoughts, and actions, they use their expectancies to anticipate and react to the world around them. Expectancies significantly affect people's attitudes by influencing their perceptions and predetermining their approach towards their environment, social interactions or information being received or provided. Also, certain kinds of expectancies can increase or decrease a person's likelihood of anxiety or depression (Olson, Roese, Zanna, 1996). Overall, a person's emotional well-being is related to his/her expectations and the way the person is able to cope with expectations being met or not met.

2. Role Theory

The power of roles became a focus of social psychology in 1973 following the Stanford Prison Experiment. In this experiment, researchers simulated prison cells in the ground floor of a university building. Several male volunteers were selected from the student body to play the roles of prison guards and prisoners, and were outfitted in appropriate uniforms to match their roles. Six days into the two-week experiment the researchers had to stop the experiment. The students, playing the role of prison guards, had become exceedingly cruel and the emotional stress on the students playing the role of prisoners had become extreme. In only a few days students had become their roles and were unable to separate reality from the role playing (Hughes, Ginnett, and Curphy, 1996).

Since the Stanford Prison Experiment, more research has been done on roles and the part they play in organizations. *Role theory* states that people's job behavior is partly a function of their understanding as to their role within the organization – what is expected of them or what they are supposed to do. Written rules, regulations and policies, and oral communication with seniors, subordinates and peers, as well as environmental factors influence people's *role perceptions*. People's individual needs and values also impact how they see their organizational roles. With all these competing influences, ultimately the most significant impact is a person's superiors within the organization. When mid-level leaders are faced with conflicting role demands they tend to respond to their seniors more than their subordinates, especially when dealing with task behavior dilemmas (Van Fleet and Yukl, 1986).

"Role conflict occurs when people face competing demands." There are several types of role conflict but only two are pertinent to this study. The first type of role conflict is *interrole conflict* and it occurs "when an individual has two roles that are in conflict with each other." The other type of role conflict is *intrarole conflict* and that occurs "when an individual receives contradictory messages from different people" (McShane & Von Glinow, 1997, p.137).

"Role ambiguity exists when employees are uncertain about their job duties, performance expectations, level of authority, and other job conditions" (McShane & Von Glinow, 1997, p.137). One of the primary causes of role ambiguity is when individuals are assigned complex tasks and there are multiple correct ways of performing the task. The effects of role ambiguity are uncertainty, discontentment, inefficiency among the effected individuals, as well a decrease in morale of leaders and followers in the organization. *Role clarity* is the opposite of role ambiguity and it occurs when people have structured tasks, formalization within the workplace and people are experienced and effective in performing their assigned tasks. Generally, the accepted belief is that the more role clarity that exists, the more enthusiastic and satisfied people are about their roles within an organization (Yukl, 1981).

F.   SUMMARY

This chapter has 1) reviewed leadership, followership, and the relationship between the two, 2) discussed the development of leaders 3) discussed the concepts of expectancies and role theory. The next chapter provides a description of the process used to obtain qualitative and quantitative data from Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders at USNA.

III. RESEARCH METHODS

> Qualitative research is inherently multimethod in focus. However, the use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question. Objective reality can never be captured. We can know a thing only through its representations. (Denzin and Lincoln, 2000; p. 5).

A. INTRODUCTION

The above quotation emphasizes the diversity and the strength of data gathered achieved through the use of multiple research methods. The authors also recognize that objectivity is difficult to achieve when qualitative research is used, since a multitude of variables affect results, making triangulation all the more important.

To ensure the quality and validity of the data collected for the study, I used qualitative and quantitative methods. A combination of interviews and focus groups provided rich qualitative data. A questionnaire furnished additional quantitative data for analysis. Together, the interviews, focus groups and questionnaires supplied me with data that could be used to triangulate answers to the research questions.

B. ROLE OF THE RESEARCHER

It is important to understand the role that I had in the study. I am a United States Naval Academy (USNA) graduate; I was enrolled in the LEAD Program and was preparing to become a Company Officer throughout the duration of the study. As a result, I have a genuine interest in this study since it directly involves my alma mater, my peers and the organization of which I will be a member. In the end, the personal stake I had in this study added to the sincerity and objectivity used to provide meaningful research to the military organization at USNA.

C. PARTICIPATION

Four Senior Officers completed the questionnaire, the Superintendent, the out-going Commandant of Midshipmen, Deputy Commandant of Midshipmen preparing to become the Commandant of Midshipmen, and the Fourth Battalion Officer preparing to become the Deputy Commandant of Midshipmen. Four Battalion Officers completed the

questionnaire. I decided not to include the acting Fifth Battalion Officer / 22nd Company Officer in the study since he was "dual-hatted" and was preparing to be relieved as the acting Battalion Officer to return to being a full-time Company Officer. The Fourth Battalion Officer position remained vacant at the time of the study. Twenty-six Company Officers and 25 Senior Enlisted Leaders completed questionnaires. One Senior Enlisted Leader position was vacant during the study. Because of scheduling conflicts or time constraints, three Company Officers and five Senior Enlisted Leaders did not participate. In all, 59 out of 66 members of the chain-of-command, or 89.4%, participated in the study.

D.   QUESTIONNAIRE DESIGN

The questionnaire was specifically designed after the survey developed by Eric Kyle and used in his study titled "Leadership Traits and Characteristics of Effective Company Officers at the United States Naval Academy: The Midshipmen Perspective" (2000). Kyle based his survey on the 1980 Kouzes and Posner study that was discussed in the literature review. As reviewed, Kouzes and Posner identified 225 traits, values and characteristics that were later reduced to 20 categories. The list of 20 characteristics was then presented to 15,000 managers who were told to select seven qualities that most exemplified a leader they would want to follow (2000).

Kyle asked 40 midshipmen in focus group interviews to describe their ideal Company Officer by traits and characteristics. Kyle then transcribed the focus group interviews and compiled the list of 26 traits and characteristics and their detailed descriptions. He used these characteristics to create a survey that was completed by 1,392 midshipmen (2000). Table 1 lists the traits and definitions used in Kyle's survey.

Table 1: Kyle's (2000) Survey Traits and Definitions

Trait	Definition
Approachable	Friendly, open, easy to talk to, good listener, and promotes comfortable atmosphere
Knowledgeable about people	Knows professional and personal information about his/her people (e.g. grades, family events), and knows when midshipmen are acting uncharacteristically.
Knowledgeable about his/her profession	Knows the Navy/Marine Corps, and is competent with respect to his/her service community.
Trusting	Lets midshipmen run the company as much as possible, avoids micro-management, allows midshipmen to make decisions, and feels comfortable giving midshipmen responsibility.
Understanding	Knows the stress and needs of midshipmen, that USNA is not the fleet, and realizes that Midshipmen will make mistakes.
Caring	Genuine concern for successes and well being of midshipmen, protects them from unfair treatment, and looks out for their interests.
Supportive	Encouraging, gives help or guidance when asked, spends personal time helping midshipmen solve problems.
Mentor	Coach, counselor, advisor, teacher, and focuses on developing midshipmen into officers and leaders.
Fair	Has no favorites, treats everyone equally, adjudicates conduct cases comparably, and enforces the rules for everyone.
Honest	Trustworthy, tells the truth, and admits when he/she makes a mistake.
Involved	Participates in company functions, interacts with midshipmen on a routine basis, is out walking around the company, and promotes camaraderie.
Confident	Assertive and self-assured in all situations and doesn't beat around the bush.
Consistent	Makes decisions and sticks with them, and does what he/she says.
Decisive	Makes decisions in a reasonable amount of time.
Role model	Sets a good example, maintains a good uniform appearance, shows mature behavior, has a stable demeanor, is patient, and promotes morality and integrity
Courageous	Stands up for beliefs, and doesn't back down from senior officers.
Practical	Has common sense; uses practical judgment, doesn't always go by the book and considers exceptions to the rules.
Fun	Is relaxed and happy, makes work enjoyable, knows how to work hard but also play hard.
Motivational	Inspiring, doesn't use fear tactics, and brings out the best in midshipmen.
Positive	Focuses on the positive instead of the negative, uses positive reinforcement, acknowledges big and small achievements, and builds on the strengths of midshipmen.
Loyal	Committed to his/her profession, midshipmen, standards, and USNA.
Informative	Keeps midshipmen informed, explains decisions, provides feedback with punishment, uses "sea stories" to show significance, and clearly communicates goals.
Respected	Earns respect, doesn't rely on rank, and practices mutual respect.
Forgiving	Gives midshipmen a second chance, doesn't hold grudges, is willing to let midshipmen make mistakes and learn from them.
Tactful	Maintains the confidentiality of the situation, and counsels in private.

Not a "Form-2 leader"	Uses creative ways to enforce the rules, and handles minor conduct offenses in the company.

Since USNA's mission is to "develop midshipmen morally, mentally and physically" and the Company Officer role is critical in meeting that goal, I reasoned that a survey developed to determine what leadership traits midshipmen wanted their Company Officers to possess was applicable to determining what leadership traits other members of the chain-of-command expected effective Company Officers to exhibit and use.

With this in mind, I used Kyle's survey and asked participants to imagine they were creating the ideal Company Officer and that they had the ability to choose seven qualities that would dominate a Company Officer's behavior. Participants were asked to select the top seven traits and rank them in importance. A ranking of one represents an "essential" trait and seven represents an "important trait, but six others are more important." In case participants believed essential traits were missing from the questionnaire, space was offered to add traits and their definitions. Likert scales ranging from one to ten were also added to the questionnaire to assist in determining levels of importance of the listed 26 traits and any additional traits. A trait rating of ten equates to an "essential" trait while a rating of one indicates a "not important" trait. The questionnaire used in the study is included in Appendix A. The rankings and Likert scales were added to assist in analyzing the relative importance of characteristics as evaluated by different groups in the chain-of-command.

E.   INTERVIEW / FOCUS GROUP PROTOCOL

I obtained the data for the study by meeting with members of the chain-of-command individually or in small focus groups, having them complete a questionnaire and then asking a series of interview questions and tape recording the responses. Data gathering took place during a three-month time period. Initially, I decided to focus on the Senior Officers and then the Battalion Officers. Because of the Senior Officers' seniority within the military rank structure, and their positional authority at USNA, I determined it would be best to interview each officer individually. Battalion Officers were also interviewed individually because of their positional authority and small population.

Each Senior Officer and Battalion Officer was contacted via telephone to schedule a 30 to 45 minute interview period. Then, each Senior Officer and Battalion Officer received an electronic mail message with a broad description of the study and the general topic of the interview prior to the commencement of the interview.

Company Officers and Senior Enlisted Leaders were interviewed in focus groups. Electronic mail messages with a broad description of the study and a request for one hour of their time on various dates were sent to all Company Officers and Senior Enlisted Leaders. Company Officers and Senior Enlisted Leaders selected a focus group session that best fit their schedules making each focus group a different size. There were four Company Officer focus groups, the smallest of which was four people and the largest was 11 people. To accommodate participants' busy schedules and to achieve maximum participation, I met with two Company Officers for individual interviews. There were four Senior Enlisted Leaders' focus groups; again the smallest was four people and the largest was nine people.

To ensure that participants felt safe to answer questions without fear of reprisal, I used two methods to provide anonymity. First, I assured each person that s/he would only be identified in the study as a member of one of the four chain-of-command positions (Senior Officer, Battalion Officer, Company Officer, or Senior Enlisted Leader). And, since all interviews and focus groups were recorded on cassette tapes, participants were told that they could stop the recorder during any portion of the interview or request not to answer a question. None of the participants took advantage of the second measure of confidentiality.

Before beginning the interview I introduced myself to the interviewee or focus group members, provided a general overview of the study and answered any questions. Then, I asked each participant to complete the questionnaire on Company Officer characteristics previously described in this chapter. Five to seven minutes were allotted for rating the 26 traits and choosing the top seven traits. Following the completion of the questionnaire, I asked each interviewee or focus group four questions. The interview questions were: 1) How does the role of the Company Officer fit into the mission and big picture of the Naval Academy? 2) Why did you select the seven traits that you did in

terms of the mission of the Naval Academy? 3) On a day-to-day basis, in the Hall to the intramural sports field, how do you picture the effective Company Officer utilizing the traits you selected to accomplish his or her job? and 4) Since Company Officers are junior officers in the Navy and Marine Corps that will return to the Fleet as Department Heads, Company Commanders and possibly even Executive Officers, what should they be learning during their two years as company officers that will help them in the Fleet?

Each interview question was designed to answer specific aspects of the research questions. All interview question responses and the questionnaire data address the primary research question while certain interview questions provide data for the three secondary research questions. Correspondence between the research questions, interview questions and the questionnaire is displayed in Table 2.

Table 2: Research Interview and Questionnaire Comparison

Research Questions	Interview Questions	Questionnaire
Primary Research Question "What are the perceptions of the role of the Company Officer…?"	1, 2, 3, 4	Yes
1st Secondary Research Question "What characteristics make Company Officers effective?"	1	Yes
2nd Secondary Research Question "How do effective Company Officers exhibit key characteristics…?"	3	No
3rd Secondary Research Question "What should Company Officers be learning in their two-year tour…"	4	No

F.   DATA ANALYSIS

Upon completion of the individual and group interviews the tape recordings were transcribed. Occasionally, small portions of the interviews were inaudible or irrelevant to the study and were not transcribed, but as much as possible, the exact words spoken were transcribed.

The purpose of the interviews was to determine perceptions of the role of the Company Officer from various perspectives. With this in mind, I analyzed the transcriptions looking for role descriptions, trends and differences. QSR International N-Vivo software was used to facilitate coding transcriptions and tracking themes.

Following transcription analysis, questionnaire rankings and Likert scales were tallied and the most and least popular responses were tracked. Microsoft Excel software was used to track the results and then the Microsoft Excel spreadsheets were used in conjunction with SPSS software to generate statistics for analysis.

To maximize the data analysis, I incorporated specific aspects of the grounded theory approach into my research methods. The approach is designed to link concepts into theories based on identified categories and concepts that emerge from text. By reading the transcriptions, identifying themes and juxtaposing data on particular findings, I was able to identify relationships among the data (Bernard, 2000). Then, I used the research questions to frame my findings and used quotations from the transcriptions and statistics to report my findings.

G.   SUMMARY

Through questionnaires and interviews, qualitative and quantitative data were collected from the majority of the members of the chain-of-command at USNA about the perception of the role of the Company Officer. Through analysis of interview transcripts and statistics the chain-of-command's perspectives on the role of the Company Officer emerged and are discussed in detail in the next chapter.

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IV. FINDINGS

A researcher may be treated more as a friend or confidant than a 'detached' professional, and may gain access to data that the researched would share with the former category of person, but not with the latter. Qualitative researchers have to decide what to do with such data, in the knowledge that however friendly they may feel with the researched, and however much they feel the relationship is one of mutual trust, they are nevertheless also a professional who is intending to use some of the products of the relationship for another, formal purpose (Mason, 1996; p.166).

A.   OVERVIEW

The above quotation discusses the conflict I felt as a qualitative researcher interviewing my future bosses, peers and partners. My dual role as prospective Company Officer and researcher provides me privileged access to people and information and a unique perspective on the institution. Given this privileged position I was given the opportunity to gather data regarding participants' perspectives of the role of the Company Officer. The purpose of this chapter is to present thesis findings.

Two specific methods were used to determine the United States Naval Academy (USNA) chain-of-command's perceptions of the role of the Company Officer. Through a questionnaire, quantitative data were gathered on the traits perceived to be critical for effective Company Officers to possess and exhibit. Then, study participants were asked the rationale for their questionnaire selections, to explain the Company Officer role and what professional development Company Officers receive while fulfilling their duties.

This chapter is divided into five primary sections. The first section examines the perceived role of the Company Officer from the various perspectives. Then, the quantitative results of the questionnaire are provided and discussed, followed by a section dedicated to the study participants' rationale for the seven highest average rated traits. The third section provides examples of leadership behavior that indicates how effective Company Officers embody specific traits. The fourth and fifth sections contain

information about the leadership development Company Officers obtain by fulfilling the role and the areas where USNA is failing to meet expectations.

B.   BACKGROUND ON STUDY PARTICIPANTS

To best understand the responses given to the questionnaire and interview questions, some background on the study participants needs to be outlined.   The people that occupy the positions in the USNA chain-of-command are self-motivated, driven-to-succeed, competitive professionals. The vast majority of the study participants hope to be promoted through the ranks of their service and that their work at USNA will assist them in the promotion process. The study participants have high expectations of their ability to fulfill their duties and responsibilities and of the capabilities of the other members of the chain-of-command. Most study participants want to, and expect to, receive as much responsibility and authority as possible and learn new skills that will aid them in future assignments (Richardson, 1999; Moxey, 2000).

The primary concern of the members of the chain-of-command, as with all effective military leaders, is meeting the mission. Every study participants knows the USNA mission and strives to achieve it. The USNA mission is:

> To develop midshipmen mentally, morally, and physically and to imbue them with the highest ideals of duty, honor, and loyalty in order to provide graduates who are dedicated to a career of naval service and have potential for future development in mind and character to assume the highest responsibilities of command, citizenship, and government (United States Naval Academy, 2001, p. 1).

Another essential consideration for understanding the study participants' mindset is military culture. The naval service culture is a comprehensive entity in the chain-of-command's outlook on personal and professional issues. The study participants range in rank from Staff Sergeant (E-6) in the Marine Corps to Vice Admiral (O-9) in the Navy with four to thirty-five years of active-duty service.   They voluntarily accepted assignments to USNA and all of them had to prove themselves in previous assignments to be eligible for consideration for USNA placement. Members of the chain-of-command understand that military leadership is critical to any successful command and accept their part in providing leadership and followership to make the organization succeed.

Also, every study participant fully understands that USNA is not only developing midshipmen for future service, but also developing the people filling the roles as Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders. There is one exception in the leadership continuum and that is the Superintendent position. It is understood throughout the Navy that the officer filling the position will retire upon completion of his/her assignment at USNA. Everyone else in the chain-of-command is expected to return to operational commands and assume leadership positions.

Depending on the leadership philosophy and styles of the individual members of the chain-of-command, varying levels of responsibility and opportunities are given to their subordinates at USNA. As Lombardo's (1982) and Kennedy's (1998) leadership development research discovered, leaders need leadership opportunities to develop and sharpen their skills and capabilities. Study participants seem to understand this concept and try to provide meaningful opportunities to their subordinates as well as indicate to their seniors that they are anxious for more responsibilities and challenges.

C.   PERCEPTIONS OF THE PURPOSE OF THE ROLE

The primary research question is: What are the perceptions of the role of the Company Officer at the United States Naval Academy from the perspective of the Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders? To address this question, members of the chain-of-command were asked in interviews how the role of the Company Officer at USNA fit into the mission and big picture of USNA (See Appendix B, C, D for specific wording of questions to different participant groups). The responses to the question vary but none of the study participants waver on the importance of the role of the Company Officer.

Every member of the chain-of-command feels the role of the Company Officer is vital to the institution in meeting the mission of developing young midshipmen into future naval officers. Perceptions of the role formed three categories. All levels of the chain- of-command contributed to the categories.

The first perception of the role of the Company Officer is to *be a role model and embody the USNA mission.*

One Senior Officer said

The Company Officer…touches all parts and elements at the Academy…He or she, is probably the single individual in the entire superstructure here… that is personally involved in the moral development, is personally involved in the mental development, [and] is the power of personal example for midshipmen by being a role model… It's hard to overstate how important the company officer is.

Another Senior Officer said the Company Officer role

…is the heart, foundation, base of the Naval Academy because [Company Officers] are the role models for midshipmen and are here to develop midshipmen. …'To develop midshipmen morally, mentally and physically' and to prepare them for leadership roles in the fleet. Company Officers are the essential part of developing midshipmen and ensuring the Academy meets the mission.

One Company Officer viewed his/her role similarly as the Senior Officers did. S/he explained what s/he believes his role is in terms of the mission.

I think [for] the mental, moral, and physical part, essentially, [the Company Officers] are the example. You set the example every day. If you can't be to [the midshipmen] what the mental, the moral and the physical part of the mission is every single day, as an example…then you are worthless as a Company Officer and you are worthless to the Naval Academy as the mission goes.

Another dimension of Company Officers being role models for midshipmen is the Company Officers' ability to embody all aspects of commissioned officer life to include specific aspects of warfare communities, wardroom etiquette, and social decorum.

A Senior Enlisted Leader described how Company Officers provide midshipmen a realistic look into their future career paths.

[Company Officer presence] is giving [midshipmen] that person to model themselves after, giving them the inside track on their particular specialty whether it's [Surface Warfare Officer], aviation, or whatever, so they are knowledgeable about [the warfare communities]. As well as what it means to be a naval officer, what it's like in the wardroom, the real world. They are the picture into the real world or at least the officer world.

The interview data identified a second role for Company Officers is *to ensure midshipmen meet the various standards for commissioned officers established by the military and USNA, as well as providing a connection point for all aspects of USNA to the midshipmen.* USNA is a large institution composed of many different entities,

including academic, professional development and athletic departments; religious and community service organizations; and medical and personal services staffs. Ultimately, all of the departments and organizations exist to provide services to the midshipmen and assist in the accomplishment of the USNA mission. Often, Company Officers become the conduit between the various institutional entities and the midshipmen. "We are where the rubber meets the road" explained a Company Officer.

Another Company Officer described his/her role as

…our whole job is just to make sure [midshipmen] are ready to be commissioned. Each year [midshipmen] have different wickets that they need to meet…So, by being a role model and by just watching [midshipmen's] development and helping the ones that are lacking in their development, or encouraging the ones that are doing well, we make sure they are the officer product that's required…

A Battalion Officer explained the importance of the role:

I think the Company Officer is the one who is the most quickly connected to the actual training mission. They are obviously the ones right there in the trenches with [the midshipmen]. I think that's why it's very good policy [the USNA Senior Officers] of hand-selecting the people that they bring [to USNA]…it's the people that are right there in the trenches with the midshipmen that are going to determine how successful you are in achieving your training objectives. So, it's a very, very critical billet.

Another Company Officer said

…[the Company Officer role] is like a big water pipe and all information on all aspects of these midshipmen whether it's [physical education] deficiencies, performance deficiencies, academic deficiencies the Company Officer plays an integral role in monitoring the process of all aspects of the midshipmen.

The final role for the Company Officer is to *establish cultural standards*. Included in the cultural standards is ensuring the safety of young, eager midshipmen and routine interaction with midshipmen to monitor the command climate. A Senior Officer described the importance of setting boundaries for the midshipmen:

…[Company Officers] are there to set the boundaries. To establish what is and what isn't allowed. There are …activities…that are high-risk, some aren't. There are parts of Plebe Summer that are very high-risk; you can't do those without some risk mitigation. That's where Company Officers

come in. They set the boundaries around the midshipmen leaders to ensure safety [and that] commander's intent is followed. The midshipmen get the experiences without the potential negatives.

A Senior Enlisted Leader believed the Company Officer role is to establish a positive company climate.

[Company Officers] really set the tone. The [Senior Enlisted Leaders] are important but the officers really set the tone for the midshipmen. While they can emulate senior enlisted they are never going to be an enlisted, but they will be an officer, so…I think the Company Officer system sets up the tone for the company [chain-of-command] and the senior enlisted are just there to support the Company Officers, follow the commander's intent. If you have a strong Company Officer then you have a strong company.

A Company Officer said

…it's my job to walk around company area, look the posters hanging on the bulkheads and the computer screen savers and ask myself it those are the images I want the mids to associate with military life. I also listen to everything the Company Commander and [Executive Officer] puts out at formations to ensure that they are setting a positive company climate. I'm very sensitive to jokes made at people's expense or posters that praise negative aspects of the Navy or Marine Corps culture.

The congruency throughout the chain-of-command regarding the importance of the role of the Company Officer is indicated by the numerous comments from all levels of the organization. Even though there is unity throughout the chain-of-command about the importance of the role there are varying opinions about the purpose of the role. Some study participants viewed the purpose of the role as part of the "moral, mental and physical" mission, others believed the role is meant to ensure midshipmen are meeting the standards, and others felt the role of the Company Officers is to establish cultural standards. The chain-of-command's belief that the Company Officer role is essential to meeting the USNA mission and the three purposes of the role match 1997 "The Higher Standard" report's findings. "The Higher Standard" report described the Company Officer role as "pivotal to the development of leadership and professional capabilities of midshipmen." Company Officers "serve as the midshipmen's primary role model, evaluator and counselor" as well as "the front line interface between the Academy and the midshipmen" (The Higher Standard, 1997).

D. TRAITS THROUGH NUMBERS

The trait research conducted by Kouzes and Posner (1987), as discussed in Chapter II, focused on traits that identify effective leaders from leaders. In a similar fashion, USNA Senior Officers select junior officers from a large pool of potential candidates based on a set of criteria including effective leadership abilities. Thus, Senior Officers are selecting "cream of the crop" leaders to be Company Officers from a larger group of leaders.

To first secondary research question is: What characteristics make Company Officers effective? Fifty-nine members of the chain-of-command completed questionnaires rating 26 traits by the level of importance and ranking their top seven trait choices. Every participant had the option to add traits if s/he believed essential traits were missing from the questionnaire. In all, 12 traits were added to the list. Their effects are negligible to the statistics since the core 26 traits received the majority of the input and none of the study participants ranked the added traits in their top seven important traits. The added traits are listed, defined and their mean rating scores are provided in Appendix E. Table 3 describes the chain-of-command's top seven ranked traits listed in order of popularity. The most frequently ranked top seven trait is *role model* (sets a good example, maintains a good uniform appearance, shows mature behavior, has a stable demeanor, is patient, and promotes morality and integrity) with more than two-thirds of all participants selecting it as a top choice. The seven other traits most frequently selected as top choices are also listed in Table 3.

Table 3: Chain-of-Command's Top Seven Traits

Rank	Trait	Percentage of Time Trait Ranked in Top 7
1	Role Model	71.2
2	Mentor	64.4
3	Trusting Honest	44.1
4	Knowledgeable about People	39.0
5	Involved	37.3
6	Consistent	33.9
7	Respected	32.2

Overwhelmingly, study participants selected *role model* and *mentor* (coach, counselor, advisor, teacher, and focuses on developing midshipmen into officers and leaders) as the top traits for Company Officers to exhibit. Two additional traits, *trusting* (lets midshipmen run the company as much as possible, avoids micro-management, allows midshipmen to make decisions, and feels comfortable giving midshipmen responsibility) and *honest* (trustworthy, tells the truth, and admits when s/he makes a mistake) were also highly ranked and tied for third highest ranked trait.

Table 4 provides a comparison of how each chain-of-command position views traits believed to be critical for effective Company Officers. The percentage of the time each particular trait was selected to be in the top seven rankings is indicated in parentheses. The number of study participants in each sub-group, the population, is also indicated in the category bar by "N =." When two or more traits received the same percentage of selection, they are listed and ranked together.

Table 4: Top Seven Trait Rankings Compared by Chain-of-Command Position

Rank	Senior Officer (%) N=4	Battalion Officer (%) N=4	Company Officer (%) N=26	Senior Enlisted Leader (%) N=25
1	Honest Role Model (100)	Role Model (100)	Mentor (73)	Role Model (68)
2	Mentor Positive (75)	Honest (75)	Role Model (65)	Mentor (56)
3	Approachable Caring Motivational (50)	Knowledgeable about Profession Supportive Mentor Involved Loyal (50)	Approachable (62)	Fair Honest (48)
4	Knowledgeable about People Involved Confident Consistent (25)	Approachable Knowledgeable about People Trusting Caring Fair Consistent Courageous Practical Motivational Respected Forgiving (25)	Trusting (58)	Consistent (44)
5			Knowledge about People (46)	Respected (40)
6			Fair (35)	Knowledgeable about People (36)
7			Consistent Loyal Respected (30)	Positive (32)

Role model is ranked in the top seven more often than any other trait by Senior Officers, Battalion Officers and Senior Enlisted Leaders. In comparison, Company Officers ranked *mentor* in the top seven traits more frequently than any other trait, but *role model* was the second most frequently ranked trait (65%). Senior Officers, Battalion

Officers and Senior Enlisted Leaders rank *honest* first, second and third most frequently, respectively, while *honest* did not make the top ranking list for Company Officers.

More than two-thirds of the 1,392 midshipmen surveyed in Kyle's (2000) study selected *approachable* (friendly, open, easy to talk to, good listener, and promotes comfortable atmosphere) as the most admired leadership trait for Company Officers. In comparison, the Senior Enlisted Leaders were the only group not to select *approachable* as a top seven trait. Midshipmen selected *trusting* as their second-most popular trait (2000) and only Company Officers ranked *trusting* in the top seven traits.

Table 5 summarizes the participants' overall ratings of importance for each trait. The Likert scale ratings, one equated to "not important" and ten equated to "essential," were averaged for each trait and then listed in descending order.

Table 5: Mean Trait Rating Scores for the Chain-of-Command

Trait	Mean Score	Standard Deviation
Honest	9.24	1.19
Role Model	9.15	1.22
Mentor	8.98	1.25
Approachable	8.81	1.40
Loyal	8.66	1.52
Respected	8.61	1.29
Consistent	8.58	1.28
Fair	8.46	1.65
Knowledgeable about People	8.42	1.39
Confident	8.29	1.41
Positive	8.22	1.44
Trusting	8.19	1.64
Involved	8.17	1.45
Caring	8.15	1.45
Motivational	8.08	1.47
Supportive	8.07	1.51
Informative	7.97	1.35
Knowledgeable about his/her Profession	7.85	1.60
Forgiving	7.81	1.84
Tactful		1.80
Decisive	7.75	1.38
Courageous	7.61	1.80
Understanding	7.47	1.65
Not a "Form-2 leader"	6.88	2.40
Fun	6.41	2.13

The top three rated traits are *honest*, *role model* and *mentor*. The importance the chain-of-command places on these three traits is indicated by the average ratings being within .26 of each other and their standard deviation of 1.25 or less. The fourth through ninth highest rated traits, *approachable*, *loyal (*committed to his/her profession, midshipmen, and USNA) *respected* (earns respect, doesn't rely on rank, and practices mutual respect), *consistent* (makes decisions and sticks with them, and does what s/he says), *fair* (has no favorites, treats everyone equally, adjudicates conduct cases comparably, and enforces the rules for everyone) and *knowledgeable about people* (knows professional and personal information about his/her people, including grades, family events, and knows when midshipmen are acting uncharacteristically), are also within .50 of one another and have a relatively small standard deviation.

Not a "Form-2 Leader" (uses creative ways to enforce the rules, and handles minor conduct offenses in the company) and *fun* (is relaxed and happy, makes work enjoyable, knows how to work hard but also play hard) were rated the lowest with mean ratings of 6.88 and 6.41, respectively. These two traits also have the largest standard deviation compared to all the other traits. This means some chain-of-command members rated the two traits as high as eight or nine while others rated the traits as low as four or five.

Overall, there is strong agreement about the importance of Company Officers being *honest*, *role models*, *mentors*, *approachable*, *loyal*, *respected*, *consistent*, *fair* and *knowledgeable about their people*. The members of the chain-of-command have less agreement on the level of importance of not being a *"Form-2 leader"* and *fun*, since the traits have the highest standard deviations of 2.40 and 2.13, respectively.

The different participant groups' top seven rankings of traits, listed in Table 4, mirror their mean rating scores (See Appendix F to view Table 6: Mean Trait Rating Scores by Chain-of-Command Position). The results show significant alignment in the perspectives of the members of the chain-of-command regarding traits that are critical for effective Company Officers.

E.   PARTICIPANTS' RATIONALE FOR HIGHLY RANKED TRAITS

Analysis of the interviews provides tremendous insight into the chain-of-command's perspectives on the importance of certain traits. Interestingly, a significant majority of the study participants selected traits identified by Kouzes and Posner (1987) as traits most desired by subordinates in their bosses. The 1,500 managers surveyed by Kouzes and Posner most frequently selected "integrity (is truthful, is trustworthy, has character, has convictions), competence (is capable, is productive, is efficient), and leadership (is inspiring, is decisive, provides direction)." Participants' expectations for their choice of the highest rated traits are addressed in detail in this section.

1.   Honest

The chain-of-command rated *honest* the highest of the 26 traits, receiving an average rating of 9.24. All four Senior Officers rate *honest* as ten or "essential."

Battalion Officers, Company Officers and Senior Enlisted Leaders average ratings are 9.75, 9.27 and 9.00, respectively (See Appendix F to view Table 6: Mean Trait Rating Scores by Chain-of-Command Position). The chain-of-command's belief in the importance of Company Officers embodying honor to be effective leaders is a combination of military culture, the mission of USNA and personal leadership style. As part of the military culture, members of the chain-of-command are driven by the purpose of the military, and as a result there is a strong emphasis on moral values and ethics. As an example, the Navy's and Marine Corps' Core Values are honor, courage and commitment. These values are reflected in the oaths of office that all military personnel take and renew frequently (Van Fleet and Yukl, 1986). Thus, *honest* being ranked the highest is not surprising.

a)   *Reflection of Military Culture*

A Senior Officer summarizes his opinion by stating

It's part and parcel for our profession. [reading from the questionnaire] 'Trustworthy, tells the truth and admits when he or she makes a mistake.' Honesty, at large, it's part of integrity. Essential.

One of the Senior Enlisted Leaders stated

[In] everything we do here, military integrity is key. In any capacity that you are serving in, anything you do, in some form you have to make a decision and hopefully it's the right one. I know the right one and it's always to tell the truth, for all the consequences and circumstances.

Another Senior Officer explained why honor is a critical trait for military personnel and especially for Company Officers.

Clearly, honor, courage and commitment. And honor is first for a reason. It's so essential to what we do in order to maintain the confidence of the American people. They trust that the President is honest, that the military will protect the Constitution, that we will be honest in our actions and not lie about things that happen. That is the essential core to the military, that our people are of honor and integrity. This is so essential that it is the centerpiece. If a Company Officer doesn't reflect that, it's catastrophic, he or she is a complete loss to the company and the institution.

b) *Reflection of the Mission*

Developing midshipmen for future leadership positions in the Navy and Marine Corps is the purpose of USNA. Several study participants explained the importance of Company Officers being honorable people. A Company Officer said, "The reason I chose honesty is because I think the number one thing we try to drive home to the midshipmen in the years they are here is integrity and duty and I think it starts with the Company Officer."

Another Company Officer states

> …I put down honest because obviously that is just the primary mission around here - the character development aspect. If any aspect [of midshipmen development] is supposed to be the strongest, that will be it. And so you have to set the example. [The midshipmen] need to know when you are talking to them that you are telling them what's what.

A Senior Enlisted Leader provided examples of how midshipmen misunderstand the applications of honor and the importance for Company Officers to be role models in their daily actions.

> I'm not saying we don't have honest people here, but I don't think the midshipmen truly understand what it means to have honor, to be honorable. I think it's something [the chain-of-command] deals with a lot. The little things versus the big picture things. [Midshipmen] know it's not honorable to cheat on an exam, they know that's not honorable, but the survey [end-of-the-year surveys given to all midshipmen, results are provided to staff and faculty] says that carrying around a fake id card in my pocket isn't that big of a deal – it's a little thing. But, it's not being honest. I think most Company Officers here are very honest and they are honest with themselves first. They're honest with the mids about special request chits and are honest about denying chits and [Company Officers] tell mids to their faces… Being honest is usually not the popular thing to do, but being honest is the right thing to do.

c) *Leadership Philosophy*

Every leader has a personal understanding, or philosophy, of what leadership is. One of the Senior Officers explained the importance of honor in terms of his leadership philosophy and why Company Officers need to embody the trait.

> All good leaders are honest and with honesty comes trust of your subordinates. Honest people have a way about making people respect

them, even when they don't say what people want to hear, they say what has to be said and people respond positively to that. The midshipmen need to know their Company Officer is honest and trustworthy.

2.   Role Model

All levels of the chain-of-command agree on the importance of Company Officers being effective role models to midshipmen. It is the most often ranked trait, 71.2%, by the chain-of-command. All eight Senior Officers and Battalion Officers ranked role model in the top seven most important traits and Senior Enlisted Leaders ranked the trait in the top seven more often than any other trait. Overall, the mean rating score was 9.15.

The high rankings and ratings indicate the congruence throughout the chain-of-command for the importance of Company Officers being role models to midshipmen. Two main reasons *role model* is an essential trait for Company Officers is indicated in the interviews. The first reason is that *role model* summarized all the other traits and the second reason is it is critical for midshipmen to have examples to emulate as a method to meet USNA's mission.

a)   *The Sum of all Traits*

Several study participants described *role model* as the result of an effective leader embodying all the other traits.

One Senior Officer described *role model* in terms of three other traits used in the study.

> If a leader is involved and is known for being honest and trustworthy then he or she is a role model for midshipmen. Your description of role model talks about that [reads from the questionnaire] 'sets a good example, maintains a good uniform appearance, shows mature behavior, has a stable demeanor, is patient, and promotes morality and integrity.' The midshipmen always focus on uniforms and people's outer appearances – the way someone tucks his shirt or how physically fit he is…but once the mids mature and look back at their role models they will think of who was honest and involved and cared about them.

Two Senior Enlisted Leaders described how effective Company Officers, when acting as role models summarize the other traits and are effective leaders.

> …depending on the individual, everything could be summed up into role model…If [he] has the loyalty [of the midshipmen], he's

informative, he's respected, he's confident, he's involved, he's honest, he is the role model… That one just stood right out to me, role model. That's what we teach here, that's what we say here, that's what we do all the time here. That to me is the most important.

I think role model sums it up. It paints the perfect picture. It illustrates the Company Officer. Integrity, doing the honorable thing, setting the example, physical fitness, being the role model, all those tangible and intangible things – they're all important.

b)   *Means to Mission Accomplishment*

Several study participants felt midshipmen need to have role models to develop into effective leaders and officers. A Senior Officer explained that being a role model is a unique aspect to developing leaders. He provided a scenario in which a junior officer fulfilling the role of Company Officer has to be a positive role model to accomplish his/her job while the same junior officer could work at the Pentagon, not be a role model and be effective fulfilling his/her duties.

A Battalion Officer explained the link between being a role model and meeting the mission by providing insight into developing midshipmen. "As we all know by now, certainly at this point in our careers, if you are not, if you are just talking the talk and not walking the walk then everything after that is for naught. So, you have to be able to embody the things that you are trying to seek to instill in midshipmen."

A Senior Enlisted Leader emphasized the impact Company Officers have on midshipmen's outlooks. "All Company Officers are the ones out front and they're what the midshipmen aspire to be. [Midshipmen] are looking because they are going to graduate one day and they are wondering what are they going to be like, who they are going to be like."

3.   Mentor

Members of the chain-of-command rated *mentor* third, with a score of 8.98. Company Officers felt their role is most defined by this trait and ranked it more often in the top seven traits than any other, and rating it a 9.23, overall. In contrast, Senior Enlisted Leaders' average rating score (See Appendix F to view Table 6: Mean Trait Rating Scores by Chain-of-Command Position) for *mentor* is the lowest of the study

participants, with 8.56, but more than half of the sub-group ranked it in the top seven traits.

Many of the study participants felt the questionnaire definition of "coach, counselor, advisor, teacher" effectively summarized the role of the Company Officer and that "to be effective in any of the other traits you have to be a good mentor." Several people provided detailed descriptions of how Company Officers apply mentorship through coaching and one person explained how good mentors help USNA meet its mission.

a)   Mentorship through Coaching

A Company Officer viewed his/her role as the football coach for his/her company team.

> …the way I see our role as a Company Officer is that of a football coach. Midshipmen are responsible for running the company and we kind of sit back and provide them with plays. Like I say 'Hey, run this play and you can score a touchdown.' And if [midshipmen] run the play and they execute it well they might have some other plays to choose from. And if they fumble it, the coach on the sideline gets upset but keeps rolling through it. And, I think that helps them get the leadership opportunity…that helps facilitates that. And being a mentor, a coach, a counselor, is what it's all about.

A Senior Enlisted Leader described the Company Officer personal interaction with midshipmen as an opportunity to provide mentorship.

> Not only are [Company Officers] role models but they are coaches, counselors, advisors and they have open door policies. Midshipmen are going to come in and Company Officers are going to have to kind of steer the midshipmen, allow them to make their mistakes. When they make their mistakes, when they stumble, Company Officers are there to dust them off and tell them 'this is what you did wrong and now you should try this path.' That's when the mentoring comes in.

b)   Means to Mission Accomplishment

A Senior Officer emphasized the importance for midshipmen to have mentors and combined the explanation with some personal leadership philosophy.

> Young people, no matter how talented they are, need mentors. They need a coach, counselor, advisor and teacher because they are young and are looking for direction, information and someone they can trust.

You and I have had good mentors. I know this because we wouldn't be here if we didn't have someone acting as a mentor. Part of being a mentor is teaching midshipmen a very important lesson in self-discipline…it's a critical thing. We are all our own worst enemies. We find ourselves wanting to take short cuts even though we know that a better result will come from the long, arduous path. This applies to everything from relationships to dieting to doing tasks at work. It takes self-discipline to achieve anything noteworthy. The midshipmen need someone to teach them self-control and discipline because it'll take them far in the rest of their lives.

4.   Approachable

The majority of study participants believed approachability is critical for success for Company Officers. *Approachable* is the fourth highest rated trait and ranks in the top seven traits by three of the four sub-groups, only the Senior Enlisted Leaders did not rank it as a top trait. The criticality of Company Officers being approachable is to allow for open communication, which is an indicator of other important qualities.

a)   Open Communication

Several Company Officers and Senior Enlisted Leaders feared being viewed as inaccessible by midshipmen because of the lack of communication that would result. Not knowing what midshipmen are thinking, experiencing and doing is a major concern to members of the chain-of-command and they work hard to make themselves approachable.

One Company Officers explained how to be unapproachable and what the potential results are.

> …if every time a midshipman talks to you, you are pinging on him for something, and there are some mids you can talk to every single day, you can ping on them for something that they are doing, either their grades or their uniform, if they feel that way then they aren't going to talk to you. They are going to turn the opposite direction when you are walking down the hall, they're not going to come into your office and tell you what their problems are. So, breaking down that barrier between a Company Officer and midshipmen, and what mids think of as an officer is usually negative, you break that down and become approachable and it's better.

A Senior Enlisted Leader provided another view on midshipmen not wanting to communicate with their Company Officer.

You have to be approachable and easy to talk to. If the midshipmen are scared of your Company Officer, there won't be any communication. So, I think those two go hand-in-hand – trusting and approachable. And [Company Officers] have to be good listeners. You can sit there and nod your head 'yes' and 'no' but if you forget once the midshipman walks out the door what he was there for, again, you lose that trust and confidence.

b)   An Indicator of Effectiveness

A Senior Officer summarized the characteristics of an effective Company Officer that makes him/her approachable.

An effective Company Officer is involved, is honest with his people and sets high standards. Because of that, he or she is approachable, the midshipmen are willing to go to them and give bad news. If a Company Officer can listen to bad news, be calm with a steady demeanor and decide what needs to be done, than he is approachable. No one wants to deal with someone who can't handle bad news or sits behind a desk all day. Good leaders become approachable by knowing their people and having their people respect them.

A Senior Enlisted Leader provides his/her abridged version of leadership, saying "Approachable. If you aren't approachable then you aren't leading. That's the way I see it. You have to be approachable to make a difference."

c)   The Flip Side of Approachable

A small minority of Company Officers reacted negatively towards the trait. One Company Officer agreed that approachability is important, but ranked it low on the list of traits because s/he felt midshipmen fail to observe the proper professional separation among the military ranks when Company Officers are overly approachable. Another Company Officer stated, "There is some over-immersion with rank here" referring to the atypical seniority of the officer and enlisted corps at USNA compared to the operational fleet. In a typical operational command there are an assortment of officers ranking from the most junior, O-1 pay grade, to field grade, O-5 and O-6 pay grades, and enlisted troops from pay grades E-1 to E-9, with the vast majority of the command in the lower pay grades. At USNA midshipmen only see and work with officers in the O-3 through O-6 pay grades and senior enlisted in the E-7 through E-9 pay grades, giving them a distorted view of the military personnel structure.

Another Company Officer said that s/he looked at the trait and its definition and felt midshipmen do not need "a lovey-dovey, you-need-a-hug, friendly, open-door policy." The Company Officer believed several other traits are more important in developing midshipmen into future leaders.

5.   Loyal

Loyal is rated fifth with a mean rating score of 8.66 from the chain-of-command. The four sub-groups differed on the placement of loyal in the top seven rankings. However, the importance of this trait is reflected by its high overall rating. Loyalty and professionalism are directly linked in the eyes of the study participants and considered to be tenets of military culture. One Company Officer said "that's what I see as my role and my way of going about it. Facilitating the lives and development of the midshipmen."

Another Company Officer explained why s/he selected the trait.

> My number one choice was loyalty because I think it's a real professional trait. To me it's important because it sets out the midshipmen's standards at the Naval Academy. But for me, loyalty gives me a sense of what… my job is here as a Company Officer – it is producing a product. And that product is governed by what the system is here at the Naval Academy. We train them for combat.

A Senior Officer provided another perspective on loyalty and how it impacts midshipmen, Company Officers and the military as a whole.

> Loyal to your profession, loyalty to your ship, the standards, to your people. This is a largely misinterpreted term. 'Ship, shipmate, self.' People don't remember this phrase and confusion happens. Clearly, a real profession demands loyalty and how you manage that at the same time with intense loyalty to your family and friends. It's a complex kind of thing and everyone needs to come to grips with it. What are the boundaries and where do they blur? …What some younger people view as loyalty at the Academy isn't really loyalty. So, you have to embody that type of loyalty. You [as a Company Officer] can tell them all day long 'ship, shipmate, self' – that's a loyalty statement – 'ship, shipmate, self.' But you need to clear the order, you gotta be able to get them through that order without, well, you have to be able to understand within your own heart how that order fits within you.

6.   Respected

The trait *respected* received a mean rating score of 8.61 by the chain-of-command, it is the 6th highest rated trait and is ranked in the top seven of the most important traits. Battalion Officers and Senior Enlisted Leaders place the most importance on the trait rating it 9.50 and 8.76 (See Appendix F to view Table 6: Mean Trait Rating Scores by Chain-of-Command Position), respectively. The two sub-groups also ranked *respected* in the top seven most important traits while Senior Officers and Company Officers did not.

One Senior Enlisted Leader explained the importance of being respected in terms of being an example for someone. "If you gain the respect of a person, then you help them to be what it is that you are portraying." A Company Officer felt s/he stated a basic leadership principle when s/he said, "it's hard to lead if you're not respected and everybody probably agrees, it's kind of obvious." A Senior Officer provided some of his leadership philosophy, as well as an example of the result of Company Officers embodying the trait:

> A respected leader is one that is admired. I think sometimes we confuse respect with fear. And, we have lots of people on the Yard that are feared, thus not mentors. But, if they are genuinely respected, then you find that the midshipmen stop them in the halls and talk. Being respected carries with it a weight of being there for the midshipmen.

7. Consistent

Overall, study participants ranked *consistent* as one of the top seven most important traits at 33.9%, making it the 6th most ranked trait. Battalion Officers mean rating score was the highest, 8.75, while Company Officers mean rating score was the lowest, 8.46 (See Appendix F to view Table 6: Mean Trait Rating Scores by Chain-of-Command Position). Despite the general congruency towards the trait, some Company Officers expressed frustration with the importance placed on what one Company Officer termed "perceived consistent leadership."

> You may be consistent but the thing is that [in] any situation that you approach there are three variables…there's him, there's you and then there is whatever is going on. And never are they the same, all three. So, [midshipmen] don't seem to recognize that. They say 'But, that guy was UA [unauthorized absence] and I was UA and he got this [punishment] and I got that [punishment] so you aren't fair.' I've run out of time and

energy to fight the battle to try and explain myself. So, since I can never achieve recognition for what I believe is actual consistency, it doesn't concern me much anymore. As long as I feel that I'm doing the right thing, it doesn't bother me anymore.

Another Company Officer in a different focus group expressed similar frustrations.

It's so frustrating as a Company Officer because once you get your company consistent the mids look outside the company and then go 'The company right next door is doing this, and then the guy in the other regiment is doing this, and what do you mean we can't have a company outing tonight because the platoon in this company is wearing PE [physical education] gear to the bowling alley.' It's a never-ending battle.

One Company Officer agreed with the importance of being consistent and the notion that Company Officers and Senior Enlisted Leaders should exhibit consistent leadership roles. He stated "…whether you are a jerk or a good guy, if you are a jerk all the time or a good guy all the time you should be fairly consistent. Company policy should be consistent. It really helps not to have people play off each other because that really erodes morale in a company."

A Senior Officer summarized his leadership philosophy regarding the trait when he said, "Consistency is so important. Having a leader act erratically and inconsistently makes success very difficult for an organization. Inconsistency is just not good."

F.   LEADERSHIP THROUGH EXAMPLE

The second secondary research question of the study is: How do effective Company Officers exhibit key characteristics in their day-to-day jobs? To address the question study participants were asked to provide specific examples of how Company Officers exhibit essential traits during their day-to-day actions (See Appendices B, C and D for specific interview questions). Their responses provide another means of examining the perception of the role of Company Officer and how members of the chain-of-command believe effective Company Officers lead their companies.

Study participants combined traits, behavior patterns and leadership styles when responding to the question. Often, one trait was considered linked to another, thus the Company Officer that exhibited one trait was also exhibiting another. Also, some of the

study participants provided examples not directly related to leading midshipmen, but to the overall skills needed to lead effective companies. The responses to the question formed three main categories: 1) being involved in the lives of the midshipmen and through the interaction being approachable, 2) knowing his/her people, and 3) mentoring the midshipmen and trusting them to run the company. Overall, the consensus of the chain-of-command is that there are numerous ways to be an effective Company Officer and a plethora of examples of Company Officers demonstrating their leadership skills through specific traits.

1. Involved and Approachable

The vast majority of the members of the chain-of-command felt Company Officers demonstrate concern for their midshipmen and are best able to meet the challenges of the role by being present at events including athletic competitions, meals, study hours and celebrations. They also feel that through involvement, Company Officers are examples of concerned leaders, and become approachable to their midshipmen.

Company Officers provided examples of their own behavior or of their peers. One Company Officer stated, "I go to intramural periods" and another one mentions, "I do something with the kids after hours – whether it be coaching a sport or cheering them on at intramurals or being an Officer Representative, something to show the mids you are actively involved in the day-to-day stuff outside of my office." Another Company Officer explained how easy it is to be involved.

> Heck, just eat lunch with them [the midshipmen]. I mean that's 15 minutes a day and if you go down there three times a week, you do the math. You can talk to a guy that may not have walked right up to you, but you just happened to sit across from him and you can get involved with him that way. And every Company Officer has that time. Not everyone has an hour and a half to wait for this event to happen or come in every weekend when they are coaching a sport or doing volunteer work; but lunchtime – that's a great use of 15 or 20 minutes.

Another Company Officer stated that s/he makes sure s/he asks the midshipmen during meals what they did during the weekend and what plans they have for the following weekend. S/he is constantly amazed at the amount of personal information the

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midshipmen will share if they are asked in an informal setting. Another Company Officer said s/he comes in about once a week late at night and walks through every room in his/her company area just to see what the midshipmen are doing, let them know s/he believes academics are important and that study hour is critical to their success at USNA.

One Senior Enlisted Leader described his/her Company Officer as

> …totally committed to the cause whether it's staying until 2200 on a personal problem [of a midshipmen] or showing up at three sporting events in one night. Just totally committed to the cause. And, he's involved in every process that the midshipmen are – he knows who they are, where they are from, what they're about, follows up consistently, and he obviously cares a lot about them.

Another Senior Enlisted Leader described how his/her Company Officer becomes involved in midshipmen's academic life.

> As far as academics go, he gets way involved in that. And I don't mean that in a bad sense…early in the semester we send letters out to the professors of certain midshipmen that we are tracking academically in case the mids are borderline unsat [academic unsatisfactory is defined by numeric grade point averages]. We send e-mails out to all their professors with some questions that we come up with and we get a lot of positive feedback from their professors.

Another Senior Enlisted Leader explained that he and his Company Officer determine who in their company is struggling with their academics, figures out which specific classes the midshipmen need assistance with, and between the two of them attend all of the identified classes with their midshipmen. By attending classes the Company Officer has an opportunity to spend time with his/her midshipmen, meet the professors, experience the academic environment and discuss specific academic challenges with midshipmen.

One Senior Enlisted Leader described how his/her Company Officer is very personable and approachable with the midshipmen and when several midshipmen in the company became frustrated with their low performance grades they approached the Company Officer with questions of how to improve. The Company Officer told the midshipmen they needed to go above and beyond their duties to earn a top grade. Following the frank discussion, the midshipmen became involved with volunteer work.

The Senior Enlisted Leader attributed the midshipmen's behavior to the Company Officer approachability and receptiveness to midshipmen's concerns.

A Senior Officer described the level of involvement and approachability he has seen from many of the Company Officers and the importance of the traits.

> Company Officers have to be seen. One of the tricks for Company Officers is to be able to identify the windows of opportunity throughout the day to be available to the mids…The Company Officer has to see those moments, decide when they are, when he needs to be in company area, and again, he's a very positive individual who stands for everything that he would ever want his midshipmen to achieve…the power of personal example is something that commanders, and Company Officers are commanders… they have to be able to evaluate a whole host of situations around them and react and be an example. One way a commander can influence his people is by personal example, personal presence, personal goals. So Company Officers who are seen throughout the various times of the day, get out of their offices, move around company area, spending a few minutes with a few midshipmen and really seeing how they are doing, asking about their families. And if one of the midshipmen has a major accomplishment, the Company Officer takes a moment to congratulate the midshipman, and [takes another] 5 minutes to write a note to the parents and telling them how great their midshipman is doing, building bridges with families back home.

2. Concern for and Knowledge about His/Her People

Many of the study participants provided examples of effective Company Officers demonstrating concern for their midshipmen and having detailed knowledge of their midshipmen's lives. A Battalion Officer provided the following example.

> One of my Company Officers is extremely knowledgeable about all of the individuals in his company… he knows everyone's first name and that really conveys to them that he cares something about them. When I go out to sporting events he's always out there supporting them. As much for intramural as for varsity [sporting events]… intramural [athletes] are kind of the left-behind-people, the ones…not doing some of the more glamorous things. But, he's out there supporting them, comes to me and gets me out there, makes sure I'm out there showing the visible support, provides great feedback on all these different things that we do in the battalion…that's something that stood out to me very innately. There are some 140 people in a company and to know them to the detail that he does, I think is very remarkable. And it shows, that if you do have genuine caring for someone you are going to learn and do whatever you need to do to best support them. I've even had other Battalion Officers

and Company Officers comment on his level of knowledge about his people. And, he'll point out, "Hey, that's Joe Smith. Isn't that one of your guys." And, that kind of blows them away. But, he's really involved with the midshipmen.

One Company Officer described how s/he takes an interest in midshipmen's activities and supports the midshipmen struggling to meet USNA standards.

> …it comes from taking an interest…in your midshipmen and being there, supporting them and being there for their daily activities whether they are being recognized by the [Superintendent] or the [Commandant] for academic excellence, being recognized by the [Commandant] for something less than stellar performance…Just being there in the background is critical. And as far as caring, on the list here is 'genuine concern for success' but I think the other part of caring is concern when someone isn't so successful, especially then. Letting them know that you care and that you are going to be there to support them and have a comforting word or to at least be there for them to help them along towards the end goal. You want to make it easier for [the midshipmen] and that just comes from taking your time to be there.

This Company Officer also explained that showing concern for the midshipmen also includes helping them determine their priorities to ensure they graduate and receive a commission, and not allowing various stakeholders to demonstrate "false concern or misplaced concern" towards the midshipmen. Specifically, the Company Officer spoke of athletic coaches wanting academically struggling athletes to travel to competitions when the athletes' time would be better spent studying. Several other Company Officers and Senior Enlisted Leaders voiced similar sentiments.

3. Mentoring the Midshipmen and Trusting Them to Run the Company

The ability to mentor and counsel the midshipmen through the challenges of leading their peers and hurdles of early adulthood is the essence of the Company Officer role. The majority of study participants had examples of effective Company Officers counseling midshipmen one-on-one, explaining why rules and regulations exist and teaching midshipmen the realities of leadership.

A Company Officer explained how s/he "coaches" his/her company.

> …being a coach…dovetails into trusting the midshipmen to run the company, that aspect of mentorship, coaching them means giving them the opportunity to run things. And at the same time standing back to see if

they fail and upping the ante for them to where the point is that they have to fix…whatever the problem might be – room standards, uniforms, conduct. And I have to tell them what I expect out of the company and we're not going to have any hypocrisy including the upper-class rooms not meeting the same standard as the plebes' rooms. And when the upper-class falter the Company Commander has to fix it…Whatever he does as Company Commander sends a message to all the midshipmen so he needs to start looking at how to hold his peers accountable…which he finds very difficult…On the flip side when the [midshipmen] do something right, you want to make sure you tell them what a great job they've done…have something like an awards formation…and congratulate them on doing a great job.

Another Company Officer said s/he ensures that all the praise and criticism of company activities comes from the midshipmen leadership so the "company is run by midshipmen but it's with significant guidance." In this case, "guidance" is defined as mentoring.

One Senior Enlisted Leader said s/he and his/her Company Officer make the midshipmen lead the company by making the midshipman chain-of-command carry the weight of the tasks to be accomplished. Throughout the process the Company Officer and Senior Enlisted Leader "supervise the midshipmen" and "micromanage the process" until the midshipmen are effective and then able to train the underclass midshipmen.

Another example of mentoring was described by a Company Officer. S/he spends several hours throughout the semester educating the midshipmen about "the Fleet, about the profession they are going into, and just doing wardroom training in the wardroom about the Fleet, guiding the first class mids to train the other mids about pay, promotions, leave, enlisted people and how they're promoted…"

A Senior Enlisted Leader believed his Company Officer "mentors phenomenally by sitting [the midshipmen] down and taking them from the ground up. He will spend whatever amount of time it takes to get the point discussed or matter fixed…I have never seen someone so elaborate in counseling skills as my Company Officer. I am learning from him."

A Company Officer described the process of building trust with midshipmen.

You walk into a relationship with a certain amount of trust that you just give to somebody…The rest of it just has to be earned…and once the mids have earned their trust, and there will be lots of ups and downs, but once that is behind you I think it is important to let the midshipmen run the company as much as possible…You have to have full trust and confidence that the midshipmen are going to get the job done.

G.   LESSONS OF OPPORTUNITY

The third secondary research question is: What should Company Officers be learning from their two-year tour at the Naval Academy that will aid them for future roles in the Navy and Marine Corps? During the interviews, study partic ipants were asked to describe what they believed Company Officers are learning by fulfilling the demanding role. Responses varied, but all 59 participants felt the role taught valuable lessons. The main categories of skills being learned are leadership, people management skills and self-awareness.

1.   Leadership

Some of the Company Officers said that they do not feel they are becoming better pilots, SEALS, marines or ship drivers by being Company Officers, but they are learning to be better officers. Two of the Battalion Officers echoed the Company Officers' opinions and one summarized the idea and said, "They're learning officership – one of the toughest things to learn." A Senior Enlisted Leader went as far as saying that the Company Officers are "probably taking a step backward when they return to the Fleet" because the leadership challenges, including the significant level of responsibility and accountability for 140 people, are less significant for junior officers in the operational fleet. While the junior officers at USNA do not drive ships, fly aircraft or lead men and women onto the battlefield while fulfilling the Company Officer role, they are responsible and accountable for more people then they would be in the Fleet. Two of the Company Officers from the submarine community said that being responsible for 140 midshipmen is like have an entire submarine crew, one aviator said that his/her company of midshipmen is the size of an entire air squadron and two of the Marines said they will not be responsible for 140 people again until they are Battalion Commanders.

All levels of members of the chain-of-command felt that Company Officers learn specific skills while enhancing other skills that improve their leadership abilities. The ability to manage time and handle several issues at once are skills several study participants mentioned. One Senior Officer said, "the ability here to juggle so many apparent disparate immediate issues has to be learned to survive…time management. You'll learn a lot about that at the Academy as a midshipman and as an officer." "A lot of communication and counseling skills" were also mentioned by several study participants. A Senior Enlisted Leader explained that some of the Company Officers come to USNA knowing only how to communicate with their peers and superiors. While serving as Company Officers they "are forced to get down in the bilges" with the midshipmen they lead and by doing that, they learn to communicate on a new level." Patience and understanding, the power of positive reinforcement, the art of and need to delegate, and the importance of a creating and monitoring a positive command climate are several other leadership-enhancing skills were listed by study participants. One Senior Enlisted Leader said it best when s/he states "this place isn't only a leadership laboratory for midshipmen, I think it's also a leadership laboratory for the Company Officers."

2. Personnel Management

The ability to "deal with people" and "manage people from the ground up" is frequently mentioned as lessons learned by Company Officers. With 140 midshipmen in each company, Company Officers must become effective personnel managers. Three Senior Enlisted Leaders felt that "the big diversity of people" including racial, religious and cultural diversity teaches Company Officers important lessons. Another Senior Enlisted Leader felt that Company Officers have the time and energy to improve their "people skills" because they do not have to worry about operational commitments like perfecting technical skills, managing equipment and budgets and adhering to training schedules. S/he explained that

> Company Officers get a great chance to hone their humanitarian and people skills here because it's not an operational command…they deal more with personal issues which in the long run, plays huge dividends because when they are out in the Fleet they are much more productive as a Department Head…the people skills that they are dealing with like failing

grades or parents coming to town or $800,000 credit card bills and the mid only has a $1 in his pocket are issues many Company Officers haven't dealt with yet. When they get back to the Fleet as a Department Head knowing how to take care of their people is going to have a huge impact on how successful they are.

Two Company Officers mentioned that they never have been in a mixed-gender command before USNA and that the experience is teaching them new skills. One Company Officer described, "Leading women is just like leading men but I didn't know that until now." Another Company Officer explained, "This may be the only chance I have to work directly with women. In my community it's all men, so I never had to think about sexual discrimination or the female perspective before."

Another aspect of personnel management is learning to understand people's perspectives. One Senior Officer felt that Company Officers are forced to learn how to "see" many people's perspectives.

> Learning to deal with so many people and…learning how to see all of their perspectives…is so important and becomes more and more important as you become more senior. You'll realize this…whether you stay in the military or join the civilian ranks, learning to deal with people and seeing their side of things is critical to being a good leader of people.

3.   Self-awareness

Several Company Officers stated they learned more as a Company Officer than they ever expected, and that much of that learning was about themselves. Approximately one quarter of the Company Officers interviewed said that their year of graduate school and time working with the midshipmen gave them an opportunity to reflect on their military careers to date, take stock in their successes and failures, focus on their weaknesses and strengths, and "just stop and think."

One Company Officer described his/her self-realization, "One thing I've learned here is that my instincts about people are pretty good. And coming in I wouldn't have been able to say that." S/he said that the two-year tour provided ample opportunity to learn how "to read people" and to trust his/her "gut reactions" to determine people's motivations. Another Company Officer stated, "I am learning on a daily basis about myself, about organizations, about my leadership style…I go home at night and say to

myself 'Holy cow, I can't believe this happened today' and 'I can't believe this action would have this outcome.' I never would have thought I would learn so much from this job." Two Company Officers discovered they are very good classroom instructors and hope to pursue teaching after their military obligations are complete. "Who would have known I would want to be a teacher if I hadn't been a Company Officer?"

H.   DIVERGENCE IN THE CHAIN-OF-COMMAND

Senior Enlisted Leaders are the only members of the chain-of-command that place high value on Company Officers being *fair*. Nearly half of the Senior Enlisted Leaders ranked *fair* in the top seven traits while Senior Officers, Battalion Officers and Company Officers did not. Half of the Senior Officers and two-thirds of the Company Officers ranked *approachable* in the top seven traits while Battalion Officers and Senior Enlisted Leaders did not. Both Senior Officers and Battalion Officers rank *motivational* in the top seven traits while Company Officers and Senior Enlisted Leaders did not.

Other than different perspectives on the importance of specific traits, there are only two divergent perspectives collected. The majority of the chain-of-command believe that the best junior officers are selected from the Navy and Marine Corps to be Company Officers. The different perspective on this topic comes from some Senior Enlisted Leaders who believe there are some low quality junior officers filling the positions of Company Officer. One fifth of the Senior Enlisted Leaders interviewed for this study, in three different focus groups, stated that they do not believe the selection process for junior officers is as stringent or as effective as the process used to select senior enlisted for the Senior Enlisted Leader positions. In their view, the result is USNA does not have the best junior officers in the naval service filling the Company Officer positions. One Senior Enlisted Leader said

> It seems to me that the Navy doesn't actively promote the billet of Company Officer or give it the emphasis that is should have. Thereby [the Navy] doesn't give the Academy the real quality that it should have in junior officers. The screening process isn't what it should be compared to the Senior Enlisted Leaders that are here. The Senior Enlisted Leaders have to fight tooth and nail to get through the screening process and the best are here working with the mids. I don't think the same is true for the Company Officers.

Another Senior Enlisted Leader explained his frustrations with the Company Officer selection process:

> You should get a better quality officer. The average mid sees an average officer and models himself after that instead of modeling himself after an excellent officer. For us Senior Enlisted Leaders the lowest mark we could have to apply for the Senior Enlisted Leader program in the past five years is [Must Promote]. We're all [Early Promotes], we're all coming off of sea duty, we're all being considered for major billets back in the Fleet, we've been recruiters or worked with the new guys in boot camp. I think the Navy needs to actively recruit the best officers to come here because they need to come here to help raise the standard that is being developed here. I think there is a quality gap between the Senior Enlisted Leaders and the Company Officers and that lack of quality creates problems…

The majority of the study participants believe the junior officers that fill the Company Officer positions are receiving invaluable leadership development by having the opportunity to lead a company and ensure the mission of USNA is met. Six of the 26 Company Officers felt that their professional development could be significantly improved if they receive more mentorship and leadership from their Battalion Officers.

In two focus groups and one of the one-on-one interviews, Company Officers said that they have never received personal and direct feedback on their job performance. Four of the six Company Officers that expressed frustrations did explain how busy Battalion Officers are and two Company Officers said that Battalion Officers receive an "unfair amount of work" or "a disproportionate amount of collateral duties." One Company Officer explained that two of the six battalions "suffer" because there is a shortage of commanders and lieutenant colonels to be Battalion Officers, thus the most senior Company Officer in the battalion is assigned the job and must fill both the role of Company Officer and Battalion Officer. The Company Officer explained that it is very unfortunate for everyone involved because the four other Company Officers in the battalion have a "peer as their boss" instead of a more senior, more experienced naval officer with "a different, more detached perspective." S/he also said considering the amount of work the dual-hatted Company Officer / Battalion Officer has, it is not a surprise that counseling and attending sporting and social events goes by the wayside.

Despite the concerns for their immediate bosses, the Company Officers felt they deserved more from their chain-of-command. One Company Officer said, "It is unfortunate that you don't get any sort of guidance or mentorship from the Battalion Officers." Another Company Officer said, "I can't even tell you one time that I was sat down and told what a good job I am doing, or even what a bad job I am doing in my company, or what I need to work on." Another Company Officer said, "I didn't even get counseled on my fitness report. I was just told 'read this' and then 'sign here' and I did. Not one word about an entire year's worth of work." Another Company Officer said "This place is strictly focused on the midshipmen, so I don't know why I even expect to receive some professional feedback. But, I do. I can't help but expect it after being in the Fleet and getting lots of valuable feedback from my [Executive Officer] and [Department Head]. My professional development comes from just doing the best job I can and reflecting on the day's events." Another Company Officer said "The Academy should hope that none of the [junior officers] applying to the LEAD Program find out that they won't even get counseled on their [fitness reports] and that they won't even be told the rationale used to rank the Company Officers. Who would want to throw themselves into that situation?"

I.   SUMMARY

The first section of this chapter provides an overview of how members of the chain-of-command view the role of the Company Officer. The two major aspects that affect the mindset of the study participants, the basic leadership abilities expected of Company Officers and the specific military cultural influences, are discussed in detail.

The next three sections of this chapter summarized the quantitative questionnaire data results and the qualitative interview results. Tables were presented that show the most frequently ranked traits and the average mean ratings of the traits in various formats. Vignettes from the interview data were provided to illustrate explanations of the chain-of-command's perceptions of the role of the Company Officer. The final section discussed the two areas of divergence within the chain-of-command.

The final chapter of this study will summarize the perspectives of the Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders and give

recommendations for improving the congruency of those perceptions with the chain-of-command.

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V. CONCLUSION

In the process of building an effective top-management team, leaders must spend considerable time in assessing – and then narrowing – the gap between the skills, knowledge, and values that currently exist among the members of their team, on the one hand, and those required to effectively implement the vision, on the other (Locke, et al, 1991; p. 95).

A. OVERVIEW

The members of the chain-of-command that participated in this study comprise the majority of the members of the Commandant's Staff at the United States Naval Academy (USNA). The Commandant's Staff is assigned the critical role of leading and managing all aspects of midshipmen's personal and professional development while at USNA. To ensure the Commandant's Staff is an effective "top-management team" (Locke, et al, 1991; p.95), I have attempted to assess the different perceptions of the role of the Company Officer among members of the chain-of-command. My research and several other theses and publications will hopefully provide the necessary information for the USNA Senior Officers to "effectively implement the vision" (Locke, et al, 1991; p.95) to provide the best leadership to the Brigade of Midshipmen.

This final chapter contains a summary of perceptions of the role of the Company Officer as held by Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders. It also includes related recommendations for improving the chain-of-command and future research. In this thesis, I answered the primary and secondary research questions presented in Chapter I. The primary research question is: *What are the perceptions of the role of the Company Officer at the United States Naval Academy from the perspective of the Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders?* The secondary questions are specific and assist in answering the primary research question. They are*: According to Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders,* 1) *What characteristics make Company Officers effective?* 2) *How do effective Company Officers exhibit key characteristics in their day-to-day jobs? and* 3) *What should Company Officers be*

learning from their two-year tour at the Naval Academy that will aid them for future roles in the Navy and Marine Corps? To provide a basis for analyzing the data gathered to answer these questions, Chapter II presented background on the role of the Company Officer and a brief literature review on the topics of leadership and followership, leadership traits and characteristics, expectancies and roles. Chapter IV was introduced with a discussion of the general background of the members of the chain-of-command to assist the reader in understanding the key elements that shape the Company Officer role and the perceptions of the study participants.

B.   SUMMARY OF THE PERCEPTIONS OF THE ROLE OF THE COMPANY OFFICER

Fifty-nine members of the USNA chain-of-command were interviewed and surveyed and the findings that resulted from the analyses of these data were presented in Chapter IV. In general, there was tremendous congruency throughout the chain-of-command regarding the importance of the role of the Company Officers to ensure USNA meets its mission of developing midshipmen into leaders. There were four key areas of insight into the perceptions of the role of the Company Officer within the chain-of-command: 1) the traits and characteristics Company Officers need to embody to effectively perform their duties; 2) the leadership development of Company Officers; 3) the expectations of the Company Officer role; and 4) the realities of role theory regarding the Company Officer role.

1.   Traits and Characteristics

Two-thirds of the 59 study participants believed the role of the Company Officer is to be a role model and mentor. Most members of the chain-of-command felt that role models and mentors are an accumulation of several essential traits and are a critical means to developing midshipmen morally, mentally and physically.

Honesty is considered the most important trait Company Officers need to embody to be effective. Overwhelmingly, *honest* was ranked in the top seven most important traits and rated the highest by study participants. Other essential traits for effective Company Officers are *loyalty*, *approachability*, *respected* and *consistency*.

The most frequent cited instances of Company Officers exhibiting the essential traits were in spending time with midshipmen outside the standard routine doing athletic, religious, volunteer and social activities. By being involved in midshipmen's activities, learning specific details of midshipmen's personal and professional lives, and efficiently using the limited opportunities to interact with the midshipmen, Company Officers are able to be effective role models and mentors.

2.   Leadership Development of Company Officers

Every member of the chain-of-command interviewed felt the junior officers that fill the role of Company Officer become better officers because of the amount of responsibilities and accountability assigned to them. Study participants also believe Company Officers cannot help but learn and re-learn the same lessons they are instilling in midshipmen – duty, honor, courage, commitment, responsibility, ethics, leadership principles, and a commitment to life-long learning.

All of the study participants felt that the Company Officers are learning valuable skills while performing their duties. Several of the members of the chain-of-command said that by learning specific skills like time management, patience, and counseling the Company Officers are further developing their own leadership capabilities. Learning to be effective personnel managers and gaining insight into themselves were also commonly cited lessons for Company Officers. Some Senior Enlisted Leaders and Company Officers felt that the junior officers filling the positions were learning skills beyond their rank and time in service, thus preparing them to be Executive Officers versus the next-in-line assignments as Department Heads and Company Commanders.

3. Expectations within the Chain-of-Command

The Navy portrays USNA as the premier institution for developing young men and women into effective leaders. As an organization, USNA works very hard to meet and exceed the expectations placed upon it and achieve its mission. In its effort to attract the best naval personnel to USNA, junior officers and senior enlisted personnel are recruited, screened and placed into the positions as Company Officers and Senior Enlisted Leaders. High expectations are created by the large amount of effort expended

to be chosen as a Senior Enlisted Leader and Company Officer and those expectations have negative consequences when not met.

The chain-of-command also has high expectations of the type of leader that is coming to USNA to fill critical positions. The findings showed that effective Company Officers are expected to exhibit all of the traits that Stogdill's 1974 research determined successful leaders possess. The characteristics include adaptable to various situations, aware of social environment, ambitious, assertive, decisive, dependable, desire to influence others, energetic, persistent, self-confident, tolerant of stress, and willingness to assume responsibility (Yukl, 1981). These characteristics are the baseline of leadership that is expected from the people selected to fill the Company Officer role.

One example from the data of expectations not being met are the five Senior Enlisted Leaders who expressed frustrations with the quality of the officers serving as Company Officers. These Senior Enlisted Leaders believe that the measures used to screen Senior Enlisted Leaders are more stringent and effective than the measures used to select Company Officers. Also, the Senior Enlisted Leaders believe that the Navy does not adequately promote the role of the Company Officer; this reduces the likelihood of USNA receiving applications from the best junior officers in Navy and Marine Corps.

Whether or not there is truth to the perceptions of these Senior Enlisted Leaders, they believe mediocre officers are filling the critical role of Company Officers. Their beliefs are the foundation for their expectancies, which in turn significantly affect their attitudes and their approach towards their work environment, professional interactions, and the information being received or provided. (Olson, Roese, Zanna, 1996). Overall, the Senior Enlisted Leaders perceptions about the quality of the officers filling the Company Officer role can influence the effectiveness of the entire chain-of-command.

Another consideration for expectations within the chain-of-command are what Company Officers expect from their immediate superiors, the Battalion Officers. It is my contention that two key factors create the Company Officer's expectation of direct leadership development from their Battalion Officer. First, junior officers selected to fill Company Officer positions expects to be further developed by their superiors within the USNA organization. Second after a year of graduate studies as part of the Leadership,

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Education and Development (LEAD) Program, the Company Officers have significant knowledge of how effective organizations train and develop their leaders and expect USNA to do the same. When Company Officers' high expectations for leadership development are not met, the results are frustrations with the chain-of-command, the institution, and their jobs.

4. Realities of Role Theory

Despite the complexity of the Company Officer role and the abilities required to effectively perform the job, the chain-of-command uniformly agrees on the purpose and importance of the role. This uniformity allows for everyone in the chain-in-command to have role clarity. However, while there may be agreement as to the nature of the role, not all Company Officers feel they receive adequate feedback as to how well they are performing that role. Specifically, six Company Officers from three different battalions reported that they have received no input on how well they perform their duties as Company Officers from their immediate bosses, the Battalion Officers. This lack of performance information creates a lack of understanding of what is expected of them, which is an indicator of role ambiguity. Also, it is possible that Company Officers misunderstand the role of Battalion Officers and have unrealistic expectations of their immediate superiors. It is also possible Battalion Officers misunderstand their role and fail to meet their subordinates expectations. The lack of understanding of roles between Battalion Officers and Company Officers is affecting the ability of the chain-of-command to be as effective as it could be in executing its duties.

C. RECOMMENDATIONS

Based on the research conducted for this thesis, I make the following recommendations. I believe these recommendations need to be implemented to improve the over-all quality of the chain-of-command at USNA in regard to the effective role of the Company Officer:

a. Identify the role and expectations of the Battalion Officers and Senior Enlisted Leaders using similar research methods used by Kyle (2000), Moxey (2001) and this thesis to determine the role and expectations of Company Officers. The benefits of clarifying the purposes and expectations of the roles the USNA are twofold: 1) Senior

Officers at USNA, Navy detailers and Marine Corps monitors can effectively recruit and select the best people to fill these critical chain-of-command positions, and 2) the men and women who fill chain-of-command positions will be more certain about their roles at USNA. By removing current role ambiguities people can have realistic role expectations and strive to achieve USNA's mission.

b.   Determine if any job impediments exist for Battalion Officers and Senior Enlisted Leaders using similar research methods used by Moxey (2001). If impediments do exist, eliminate or reduce them to ensure primary responsibilities are being met.

c.   Have formal training for incoming Battalion Officers, Company Officers and Senior Enlisted Leaders prior to them assuming their duties. Currently, there is no formal training provided to anyone that assumes these critical positions. Men and women from numerous communities within the Navy and Marine Corps are expected to arrive at USNA with the personal, technical, and administrative skills to fill very demanding roles within the chain-of-command at an institution that is very different from the operational military without any formal training. Because there is no training process, role ambiguity exists and valuable time is lost as new Battalion Officers, Company Officers, and Senior Enlisted Leaders "come up to speed" reading numerous instructions and manuals as they try to understand their roles and gain the necessary skills to be effective.

In addition to informing the officers about their roles, training should be developed about the systems and organizations that support daily operations. These systems and organizations might include:

- MIDS computer system (i.e.: how to log into the system, the capabilities of the system, the type of data contained within the system, and how to receive technical support);

- the conduct system (i.e.: how it works, to whom it is applicable, the similarities and difference to the Uniform Code of Military Justice, the relationship between the Conduct Officer, Judge Advocate Generals and chain-of-command);

- the honor system (i.e., what the basic tenets are, how the system is administered, what the results of violating the system are);

- the academic faculty and academic requirements midshipmen must meet to graduate;

- the Physical Education Department and the physical requirements midshipmen must meet to graduate;

- the Naval Academy Athletic Association and National Collegiate Athletic Association (i.e., how the two organizations interact with one another, how the organizations relate to USNA;)

- the Brigade of Midshipmen four-class system;

- the duty and watch organization;

- an overview of the history of and the traditions of USNA.

Planners should determine opportunities for combined training for Battalion Officers, Company Officers and Senior Enlisted Leaders that could enhance coordinated action among the chain-of-command. By providing this information to new personnel, the entire chain-of-command would be more effective and efficient in ensuring the USNA mission is being met.

d.   Review and ensure proper procedures are being followed for the fitness reporting system for the Commandant's Staff. Establish and publish the process used to rank and assign promotion recommendations for Battalion Officers, Company Officers and Senior Enlisted Leaders. Ensure mid-term and annual fitness report counseling is conducted in accordance with Bureau of Personnel Instruction 1610.10 Instruction "Overview for Commanding Officer, Delegating Reporting Seniors and Raters," also known as the Fitness Reporting Guide, and Marine Corps Order Publication 1610.7E Change 4 "Performance Evaluation System."

D.   RECOMMENDATIONS FOR FUTURE RESEARCH

This study analyzed the perceptions of the role of the Company Officer from the perspective of Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders. As stated in Chapter I, this is the third study on the role of the Company Officer

and the first study to incorporate all levels of the chain-of-command that oversees the Brigade of Midshipmen. To ensure the continual improvement of "an effective top-management team" (Locke, et al, 1991; p. 95) more needs to be known about the roles and organizational structure of USNA's chain-of-command to ensure the institution meets its mission of developing midshipmen and producing leaders for tomorrow's Navy and Marine Corps. Therefore, the following is a list of recommendations for future research:

a.   Examine the role of the Battalion Officer from the Battalion Officer perspective. Survey past and current Battalion Officers on the expectations of the role, daily schedules and routine tasks, job impediments and recommendations for improving the job. Conduct interviews with Battalion Officers to gather their thoughts and ideas on what they perceive the role of the Battalion Officer to be.

b.   Examine the role of the Battalion Officer from the Senior Officer, Company Officer and Senior Enlisted Leader perspective. Conduct interviews with the people that fill these roles and gather their thoughts and ideas on what they perceive the role of Battalion Officer to be and what they want the role to be.

c.   Examine the role of the Senior Enlisted Leader from the Senior Officer, Battalion Officer, Company Officer and midshipman perspective. Conduct interviews and survey the people that fill these roles. Gather the thoughts and ideas of Senior Officers, Battalion Officers, Company Officers and midshipmen on what they perceive the role of Senior Enlisted Leader to be and what they want the role to be.

d.   Examine the organizational culture of USNA from the perspective of Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Leaders. Determine which elements of the organizational culture are beneficial and which may be harmful to effective management and leadership of the Brigade of Midshipmen.

e.   Examine the Navy and Marine Corps application and selection process of junior officers and senior enlisted to USNA to fill Company Officer and Senior Enlisted Leader positions. Compare and contrast how different communities solicit individuals for Company Officer and Senior Enlisted Leader positions.

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f.   Examine the organizational structure and roles of the chain-of-commands at the United States Military Academy (USMA), United States Air Force Academy (USAFA), and United States Coast Guard Academy (USCGA). Compare and contrast USNA's chain-of-command structure and roles to those of USMA, USAFA and USCGA.

E.   FINAL THOUGHTS

It was the excellent leadership, mentorship and education provided by many professional and dedicated staff and faculty members at USNA that inspired me to graduate, earn my commission in the United States Navy and want to return to USNA to be apart of the lives of tomorrow's naval service leadership.

There are many bright, educated and hard-working men and women filling extremely demanding roles within the chain-of-command at USNA today. These officers and senior enlisted personnel deserve the best training, command climate and leadership development possible. Through their positive experiences they will ensure the highest caliber professionals want to be assigned to USNA to meet the essential mission of developing tomorrow's leaders.

It is my hope that more studies are conducted to learn more about the roles within chain-of-command and the organizational climate at USNA. It is also my hope that the chain-of-command continues to improve its practices, becomes more effective and efficient in the execution of its duties and ensures the professional development of all its leaders.   By becoming the best leadership team in the naval service, the most capable leaders will strive to join the USNA chain-of-command and play critical roles in developing tomorrow's Navy and Marine Corps leaders.

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Commitment of Confidentiality

Your participation in this study is greatly appreciated. All information that you provide will remain anonymous. Nowhere in the write up of this study will there be a name associated with a statement, nor specific results attributed to any individual. All results will be reported based on their general billet identifiers (i.e.: Senior Officer, Battalion Officer, Company Officer and Senior Enlisted Advisor). That being said, I hope you will be willing to participate in this research; and I encourage you to answer all questions as forthrightly as possible. The purpose of this study is to identify the perceptions of the role of the Company Officer from Senior Officers, Battalion Officers, Company Officers and Senior Enlisted Advisors. These results will be analyzed in terms of leadership and management literature. Therefore, your detailed and honest opinions are very important for both this study and the information it will provide to various levels of the chain-of-command. Thank you for your time.

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Jill R. Cesari

Lieutenant, USN

Effective Company Officer Questionnaire

In 1999, LT Eric Kyle asked 40 midshipmen what characteristics the ideal company officer would have. The midshipmen mentioned all of the characteristics listed below.

Please, take a few minutes and imagine that you are creating the ideal Company Officer, and you have the ability to choose seven (7) qualities that will dominate his/her behavior. These should be the qualities that you think are the most important in describing an **effective** Company Officer. You will find that all of the qualities are important; your task is to decide the level of importance of each characteristics and to choose the seven (7) characteristics that you consider **most** important. If you want to add one or more characteristics that are not listed below, please write them in the "Other" line and provide a brief definition of each.

1. Read through the list of characteristics and the descriptions.
2. Name and define any additional characteristics under "Other."
3. Circle the level of importance of **each** trait on the 10-point rating scale.
    Select the **seven** (7) qualities you think are the **most** important. Then, rank order those where: 1 = most important characteristic for an effective company officer
        7 = important trait but there are 6 others that are more important
4. Circle the demographic that best suits you.

Level of Importance 1 - - - - - - **5** - - - - - - **10** Not Important Essential	Characteristic / Trait	Rank **Blank = not in the top 7** **1 = most important trait** **7 = important trait but 6 others are more important**
1 2 3 4 5 6 7 8 9 10	**Approachable**: friendly, open, easy to talk to, good listener, and promotes comfortable atmosphere	
1 2 3 4 5 6 7 8 9 10	**Knowledgeable about people:** knows professional and personal information about his/her people (e.g. grades, family events), and knows when midshipmen are acting uncharacteristically.	
1 2 3 4 5 6 7 8 9 10	**Knowledgeable about his/her profession:** knows the Navy/Marine Corps, and is competent with respect to his/her service community.	
1 2 3 4 5 6 7 8 9 10	**Trusting:** lets midshipmen run the company as much as possible, avoids micro-management, allows midshipmen to make decisions, and feels comfortable giving midshipmen responsibility.	
1 2 3 4 5 6 7 8 9 10	**Understanding:** knows the stress and needs of midshipmen, that USNA is not the fleet, and realizes that midshipmen will make mistakes.	
1 2 3 4 5 6 7 8 9 10	**Caring:** genuine concern for successes and well being of midshipmen, protects them from unfair treatment, and looks out for their interests.	
1 2 3 4 5 6 7 8 9 10	**Supportive:** encouraging, gives help or guidance when asked, spends personal time helping midshipmen solve problems.	
1 2 3 4 5 6 7 8 9 10	**Mentor:** coach, counselor, advisor, teacher, and focuses on developing midshipmen into officers and leaders.	
1 2 3 4 5 6 7 8 9 10	**Fair:** has no favorites, treats everyone equally, adjudicates conduct cases comparably, and enforces the rules for	

	everyone.	
1 2 3 4 5 6 7 8 9 10	**Honest:** trustworthy, tells the truth, and admits when he/she makes a mistake.	
1 2 3 4 5 6 7 8 9 10	**Involved**: participates in company functions, interacts with midshipmen on a routine basis, is out walking around the company, and promotes camaraderie.	
1 2 3 4 5 6 7 8 9 10	**Confident:** assertive and self-assured in all situations and doesn't beat around the bush.	
1 2 3 4 5 6 7 8 9 10	**Consistent:** makes decisions and sticks with them, and does what he/she says.	
1 2 3 4 5 6 7 8 9 10	**Decisive:** makes decisions in a reasonable amount of time.	
1 2 3 4 5 6 7 8 9 10	**Role Model:** sets a good example, maintains a good uniform appearance, shows mature behavior, has a stable demeanor, is patient, and promotes morality and integrity	
1 2 3 4 5 6 7 8 9 10	**Courageous:** stands up for beliefs, and doesn't back down to senior officers.	
1 2 3 4 5 6 7 8 9 10	**Practical:** has common sense; uses practical judgment, doesn't always go by the book and considers exceptions to the rules.	
1 2 3 4 5 6 7 8 9 10	**Fun:** is relaxed and happy, makes work enjoyable, knows how to work hard but also play hard.	
1 2 3 4 5 6 7 8 9 10	**Motivational:** inspiring, doesn't use fear tactics, and brings out the best in midshipman.	
1 2 3 4 5 6 7 8 9 10	**Positive:** focuses on the positive instead of the negative, uses positive reinforcement, acknowledges big and small achievements, and builds on the strengths of midshipmen.	
1 2 3 4 5 6 7 8 9 10	**Loyal:** committed to his/her profession, midshipmen, standards, and USNA.	
1 2 3 4 5 6 7 8 9 10	**Informative:** keeps midshipmen informed, explains decisions, provides feedback with punishment, uses "sea stories" to show significance, and clearly communicates goals.	
1 2 3 4 5 6 7 8 9 10	**Respected:** earns respect, doesn't rely on rank, and practices mutual respect.	
1 2 3 4 5 6 7 8 9 10	**Forgiving:** gives midshipmen a second chance, doesn't hold grudges, is willing to let midshipmen make mistakes and learn from them.	
1 2 3 4 5 6 7 8 9 10	**Tactful:** maintains the confidentiality of the situation, and counsels in private.	
1 2 3 4 5 6 7 8 9 10	**Not a "Form-2 Leader":** uses creative ways to enforce the rules, and handles minor conduct offenses in the company.	
1 2 3 4 5 6 7 8 9 10	**Other:**	
1 2 3 4 5 6 7 8 9 10	**Other:**	

Please circle your response.

1. What level of the chain-of-command are you? Senior Officer   Battalion Officer
                                                Company Officer   Senior Enlisted Advisor

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APPENDIX B: SENIOR OFFICER AND BATTALION OFFICER INTERVIEW PROTOCOL

1.   How does the role of the company officer fit into the mission and big picture of the Naval Academy?

2.   Why did you select the seven traits that you did in terms of the mission of the Naval Academy?

3.   On a day-to-day basis, in the Hall to the intramural sports field, how do you picture the effective company utilizing the traits you selected to accomplish his or her job? Please, provide specific examples.

4.   Since company officers are junior officers in the Navy and Marine Corps that will return to the Fleet as department heads, company commanders and possibly even executive officers, what should they be learning during their two years as company officers that will help them in the Fleet?

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APPENDIX C: COMPANY OFFICER FOCUS GROUP PROTOCOL

1.   How does the role of the company officer fit into the mission and big picture of the Naval Academy?

2.   Why did you select the seven traits that you did in terms of the mission of the Naval Academy?

3.   Based on the seven characteristics you selected, what are some specific examples of you or your peers using these characteristics with the midshipmen to be an effective company officer?

4.   Since you are junior officers that are returning to the Fleet to fulfill department head, company commander and possibly even executive officer positions, what are you learning as a company officer that you think will make you effective in your future positions?

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APPENDIX D: SENIOR ENLISTED LEADER FOCUS GROUP PROTOCOL

1.   How does the role of the company officer fit into the mission and big picture of the Naval Academy?

2.   Why did you select the seven traits that you did in terms of the mission of the Naval Academy?

3.   Based on the seven characteristics you selected, what are some specific examples of your company officer or other company officers using these characteristics with the midshipmen to be an effective company officer?

4.   Since the company officers will be returning to the Fleet to fulfill department head, company commander and possibly even executive officer positions, what do you think the company officers are learning that will make them effective in their future positions?

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APPENDIX E: TRAITS ADDED TO QUESTIONNAIRE

Trait	Definition	Mean Rating Score	# of responses (contributor)
Can effectively cope with challenging midshipmen	Has the ability to identify and deal with midshipmen tat challenge the USNA system, able to identify how to reach difficult midshipmen	10	1 (SEL)
Effective Time Manager	Keeps company on track and focused, aware of deadlines and time required to accomplish tasks	8	2 (CO, SEL)
Empowering	Allows the midshipmen to run the entire company and allows the midshipmen to make mistakes	10	2 (CO, SEL)
Good Listener	Approachable and able to listen to the words spoken as well as interpret someone's body language, good counselor	9	1 (SEL)
Humility	The ability to be humble, able to put aside rank and position when necessary	9	1 (SO)
Moral	Confirms to ethical behavior in every-day situations	10	1 (CO)
Organized	Clean and neat desk, knows what is due when, able to locate paperwork and documents when required, able to prioritize	8.5	2 (CO, SEL)
Proactive	Coordinates company requirements and tasks, keeps a balance between training and actual requirements	9.5	2 (CO, SEL)
Personable	Works hard on understanding midshipmen on the midshipman-level, understands the system at USNA and put him/herself in the midshipmen's shoes	10	1 (SEL)
Patient	Able to deal with midshipmen quietly and without stress, willing to listen calmly	10	1 (CO)
Trusting of Senior Enlisted Leader's Input and Abilities	Believes in SEL's ability to deal with various situations, incorporates SEL's input into the company policies	10	1 (SEL)
Works Closely with Senior Enlisted Leader	Relies on SEL's input, communicates with SEL frequently before making decisions	10	1 (SEL)

Key: SO = Senior Officer   BO = Battalion Officer

CO = Company Officer   SEL = Senior Enlisted Leader

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APPENDIX F: MEAN TRAIT RATING SCORES BY CHAIN-OF-COMMAND POSITION

Table 6: Mean Trait Rating Scores by Chain-of-Command Position

Senior Officer Trait	Senior Officer Score	Battalion Officer Trait	Battalion Officer Score	Company Officer Trait	Company Officer Score	Senior Enlisted Leader Trait	Senior Enlisted Leader Score
Honest	10.0	**R**ole Model	10.0	**H**onest	9.27	**H**onest	9.0
Role Model	9.75	**H**onest	9.75	**M**entor	9.23	**R**ole Model	8.69
Mentor	9.50	**M**entor **R**espected **L**oyal	9.50	**R**ole Model	9.12	**F**air	8.80
Positive	9.25	**S**upportive	9.25	**A**pproach-able	9.00	**R**espected	8.76
Involved **M**otiva-Tional	9.00	**A**pproach-able **P**ractical	9.0	**K**now-ledgeable about People	8.69	**C**onsistent	8.68
Approach-able	8.75	**K**now-ledgeable about his/her Profession **U**nder-standing **M**otiva-tional **C**aring **S**upportive **C**onsistent **F**orgiving	8.75	**L**oyal	8.65	**A**pproach-able	8.60
Confident **C**onsistent **L**oyal	8.50	**C**onfident **I**nvolved **D**ecisive **C**ourageous	8.50	**C**aring	8.62	**M**entor **L**oyal	8.56
Fair	8.25	**T**rusting **P**ositive **I**nformative **T**actful	8.25	**T**rusting	8.50	**C**onfident	8.36
Caring **D**ecisive **I**nforma-tive **R**espected **F**orgiving	8.00	**F**air **F**un	8.00	**S**upportive **C**onsistent	8.46	**T**rusting	8.24
Know-ledgeable about people	7.50	**N**ot a "Form-2 Leader"	6.50	**R**espected	8.42	**K**now-ledgeable about People	8.20

Supportive Tactful							
Courageous Practical Not a "Form-2 Leader"	7.00			Fair Positive	8.23	Motivational	8.16
Knowledgeable about his/her Profession Understanding	6.75			Confident	8.15	Tactful	8.12
Trusting Fun	5.75			Involved	8.08	Knowledgeable about his/her Profession Involved	8.08
				Informative	8.04	Positive	8.04
				Forgiving	7.81	Decisive	7.88
				Motivational	7.77	Informative	7.84
				Knowledgeable about his/her Profession	7.65	Courageous	7.80
				Tactful	7.50	Forgiving	7.64
				Decisive	7.46	Understanding Caring	7.60
				Courageous	7.38	Supportive	7.56
				Understanding	7.27	Not a "Form-2 Leader"	7.48
				Practical	7.23	Practical	7.28
				Fun	6.50	Fun	6.16
				Not a "Form-2 Leader"	6.35		

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8. Professor Susan Hocevar
    Naval Postgraduate School
    555 Dyer Rd.
    Monterey, CA 93943-5101

9. Mr. and Mrs. Russell Cesari
    10308 Holly Hill Pl.
    Potomac, MD 20854

10.   Mrs. Josephine Cesari
        530 Chestnut St.
        Kulpmont, PA 17834

11.   LT Jill Cesari
        727 ½ Rosedale St.
        Annapolis, MD 21401